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THE UNIVERSITY OF ALBERTA

THE DESIGN, DEVELOPMENT AND EVALUATION OF
A PUBLIC RELATIONS HANDBOOK
FOR INDUSTRIAL EDUCATION TEACHERS

BY



DONALD THOMAS SOLDAN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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EDMONTON, ALBERTA

SPRING, 1979

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "The Design, Development and Evaluation of a Public Relations Handbook for Industrial Education Teachers," submitted by DONALD THOMAS SOLDAN in partial fulfilment of the requirements for the degree of Master of Education in Industrial Arts.

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Date *March 12*, . . . 1979

ABSTRACT

Modern technology and the resultant rapid industrial changes have produced an ever-increasing demand on industrial education to reflect the contemporary world of work and keep pace with technology. Subsequently, a gap has resulted between the various publics and understanding of the present status and purpose of industrial education. These occurrences have produced the necessity for industrial education teachers to have an influence on their destiny by assisting in the maintenance of public awareness and support of their programs through public relations. However, a centralized source of public relations information, designed to assist teachers of industrial education, did not exist in the Province of Alberta.

The purpose of this research was to design, develop and evaluate a public relations handbook for inservice industrial education teachers.

A preliminary survey of literature and industrial education supervisors, coordinators and consultants was conducted to determine if a need existed for a handbook on public relations for teachers of industrial education.

A detailed literature search was conducted to provide a background for this research and to identify information on the various aspects of public relations that should be incorporated into a public relations handbook.

A two-part handbook evaluation instrument was designed to be used in the research. Part A asked for educational and service background information on the study participants. Part B consisted of

eight categories of 35 questions that were used by participants to evaluate the components of the handbook.

One of the major findings of the study was that the participants were supportive of the handbook which was titled, P.R. Ideas - A Public Relations Handbook for Industrial Education Teachers.

From the findings of this study the following conclusions were drawn:

1. There is need for public relations information in the field of industrial education.
2. Teachers of industrial education could utilize information on public relations, particularly in the form of the handbook: P.R. Ideas - A Public Relations Handbook for Industrial Education Teachers.
3. The handbook quality is acceptable to industrial education teachers.
4. There is a potential market for the handbook.
5. The public relations handbook warrants a test publication.

From these conclusions of the study, stem the recommendations that were made to the following: Alberta Education, the Industrial Education Specialist Council, inservice teachers, The University of Alberta Department of Industrial and Vocational Education, and industrial education supervisory personnel.

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Chapter 1

THE PROBLEM

Major Operational Definitions

The organization of this chapter will vary from the pattern that is normally used to organize the beginning chapter of a thesis. The nature of this study necessitates the defining of several key terms that will be used throughout this report. These terms are: industrial arts, vocational education and industrial education. In order that confusion in the usage of these terms be minimized, the following operational definitions will be used:

Industrial Arts. The term industrial arts has been used since 1916 when it was first used by Richards to describe a program of studies for "shopwork". Since that time the definition of this term has been in a constant state of evolution. Although there is some agreement among authorities in industrial arts about the definition, the one that appears to be most acceptable to these authorities is that of the American Vocational Association in its publication Vocational-Technical Terminology (1971). Industrial arts in this booklet is defined as:

an area of education that involves the preparation, growth, and guidance of the individual for modern living through individual or cooperative group experiences in working with industrial materials, tools, and processes and studying their social and economic significance to the individual and the nation. It involves a program of instruction organized to develop an understanding of the technical, consumer, occupational, recreational, organizational, social, historical, and cultural aspects of industry and technology. Learning experiences include activities such as experimenting, designing, constructing, evaluating, and using tools, materials, and processes which provide opportunities for creativity and problem solving (pp. 36-37).

The definition for the term industrial arts that is used in Alberta is the one that appears in the Handbook in Industrial Education for Guidance to Teachers, Counsellors and Administrators (1974-75-76).

This handbook gives the following definition of industrial arts as:

the exploratory phase of the continuum [that] provides the opportunity for the students to explore, reason, experiment and discover the reality of the technological society in which they live. The content of the program deals with industry, its organization, materials, processes, products, occupations, and the problems resulting from the impact of technology in society (p. 2).

It must be added that industrial arts education is part of general education since it does not prepare students for any specific occupation or trade. This general education program may start in elementary school and continue through junior and senior high school.

Vocational Education. Similar to the definition for industrial arts, the term vocational education had its genesis early in the 20th Century with the passage of the Smith-Hughes Act in the United States. This definition, also, has gone through a series of transitions. Evans (1971) defines (in summary) vocational education as "all education which makes a person more competent in one group of occupations than in another" (p. 53). This definition concurs with definitions accepted by other authors (Strong and Schaefer, 1975, p. 59). However, the most widely approved definition of vocational education is that of the American Vocational Association (A.V.A.).

The A.V.A. presents the definition for vocational education as follows:

Vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervision and control or under contract

with a state board or local educational agency, and is conducted as part of a program designed to prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations, or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree (p. 73).

A review of educational documents in Alberta shows that there is no specific definition of vocational education. However, because of the federal government's funding arrangement with the province, according to the Technical and Vocational Training Assistance Act (1960), it can be assumed that the province accepted the definition of vocational education stated in this Act in order that the province receive federal funds. Therefore, the definition for vocational education as stipulated in this Act will be used in this study. The Act states:

Vocational education . . . means any form of instruction, the purpose of which is to prepare a person for gainful employment in any primary or secondary industry or in any service occupation or to increase his skill or proficiency therein, and, without restricting the generality of the foregoing, includes instruction for that purpose in relation to any of the following industries or occupations: agriculture, fishing, forestry, mining, commerce, construction, manufacturing, transportation or communication or generally any primary or secondary industry or service occupation (p. 37).

Industrial Education. Since the decade of the 50's, the term industrial education has appeared in the professional literature in North America. Many writers who have written on industrial education take the same position that Strong and Schaefer (1975) did when they defined industrial education as "a generic term applying to all types of education related to industry including industrial arts education, vocational industrial education (trade and industrial education), and much technical education" (p. 56).

The Handbook in Industrial Education for Guidance to Teachers, Counsellors and Administrators (1974-75-76) published and distributed by Alberta Education, describes industrial education as:

a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in industrial arts and vocational education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education (p. 1).

In this study, the definition given by Alberta Education for the term industrial education will be used. It will be interpreted as a generic term that applies to both industrial arts and vocational education.

Other operational definitions pertinent to this study will be presented in another section of this chapter.

Introduction: Orientation to the Problem

In the past decade, the Province of Alberta has developed one of the most advanced, high quality programs in the history of industrial arts (Cochran, 1968). This program is known by industrial arts educators throughout North America as the "Alberta Plan", and according to some authorities, has surpassed all other comparable programs in Canada and in the United States. In spite of its timely relevance to the present and future world of work, this program of industrial arts has not received the kind of exposure in the province to make the various publics aware of its purpose, quality or innovativeness. The ineffectual dissemination of this information could be partly attributed to the fact that public relations has been given minor emphasis by some

industrial arts teachers and school administrators.

Historically, public relations has existed in industrial arts to a varied degree (knowingly or unknowingly), since the opening of the first shop or laboratory door. Some of the more prominent vehicles of public relations (P.R.) that have been used by industrial arts teachers are: the product itself (in the infancy of industrial arts the product was called the "project"), the instructor, the student, and the news media. These same information multipliers are still available and are employed by many of today's industrial education teachers.

The Problem. The new and ever-changing complexities of industry and technology have produced an ever-increasing demand on educational institutions to reflect the contemporary world of work. A direct result of these changes has been the impact on industrial education programs which cannot be considered in the same light as they were 20 years ago. While advanced industrial technology has made its impact on both industrial arts and vocational education, its greatest influence has been on industrial arts because of the diversity of tools, machines, materials, and processes that are used as instructional content.

Today's industrial arts programs cannot be compared with those of the "unit" or "general" shop days of the 30's and 40's. Unfortunately for industrial arts, many of the public attitudes and impressions about this program of study remain with the philosophies prevalent in the times of manual training and John Dewey.

Throughout the history of industrial arts education, many educators had treaded softly on public relations and avoided any planned or directed effort to promote the industrial arts programs of study

through public relations. At one time in the early stages of development of industrial arts there may not have been any need for any planned public relations scheme. In its infancy, the nature of the industrial arts programs, such as: 1) the feature of elaborate projects made by students, 2) its innovativeness, and 3) its being newsworthy, may have all sufficed for industrial arts to maintain public awareness and support. This is not true today, primarily because some form of industrial arts has been in the schools of North America since 1870. Yet, many teachers not only tread softly on public relations, but may even attempt to avoid it (Nichols, 1969, p. 19; Wooldridge, 1974, p. 91; Pinelli and Curtis, 1974, p. 87). There may exist any number of reasons for this reaction to or avoidance of public relations by industrial education teachers. One of the primary contributing factors may be the lack of information on public relations, information that would not only illustrate public relations methods, but also present the rationale and the necessity for public relations practices.

A centralized source of public relations information, designed specifically to assist teachers of industrial education, currently does not exist in Alberta.

Purpose of the Study

The purpose of this study was to design, develop, and evaluate a public relations handbook for inservice industrial education teachers. The supporting objectives of this study were:

1. To determine if a need existed in the Province of Alberta for a public relations handbook for industrial education teachers.

2. To determine the kinds of information about public relations systems and techniques that should be incorporated into a public relations handbook for industrial education teachers.
3. To determine if the designed handbook on public relations is acceptable to inservice industrial education teachers who teach in the metropolitan area of Edmonton.

Significance of the Study

During the latter part of the 1960's and the beginning of the early 1970's the public began to ask educators to become accountable for their tax dollar (Canadian Education Association, 1971, pp. 6-7). The freeze on spending, coupled with inflation, did little to advance industrial education programs in the 70's.

It is hoped that the development of a public relations handbook for industrial education will provide industrial education teachers with a source book that they may use to promote their programs. Furthermore, once such a source of information is made available, it may provide these teachers with information that will enable them to organize a system to present their programs effectively to the public, and maintain public support. The time saved by these teachers in not having to re-invent the wheel would enable them to locate ideas most appropriate to their specific needs and situations. This could enable these teachers to improve on the existing ideas and inevitably build onto the body of knowledge relating to public relations in industrial education for future teacher use.

Although the results of this study were primarily directed toward inservice industrial education teachers in Alberta, the

information and concepts developed and incorporated in the public relations handbook may have a direct relevance and applicability to other teachers, industrial arts teacher educators in North America, and school administrators who may want to incorporate a system of public relations to promote a particular program.

Population and Sample

For the purpose of this study two discrete populations were selected, as indicated on the critical path research sequence (p. 21) and listed as Phases II and VIII on that sequence path.

The first population included the total membership of the industrial education supervisors, coordinators, and consultants from the various school districts in the province (Phase II). The second population included all industrial education teachers in the province (Phase VIII). These teachers were identified from Alberta Education teacher personnel records and a current mailing list compiled by the Edmonton Industrial Education Regional Council (a Regional of the Industrial Education Council of The Alberta Teachers' Association of Alberta).

Sample Selection (Phase II). Alberta Education was contacted for a list of personnel who fall into the category of industrial education supervisors, coordinators, and consultants. Personnel of that department supplied the researcher with a list of 23 supervisors, coordinators and consultants of industrial education. Since the number of individuals involved was only 23, it was decided to involve the total population of the supervisors, coordinators, and consultants in the province.

Sample Selection (Phase VIII). The second population included all teachers in the province who taught industrial education. This population was geographically divided into the two main population centers of Edmonton and Calgary, for the reason that approximately 80 percent (880/1100) of all practising industrial education teachers teach in these centers. For the purpose of this study, only industrial education teachers who taught within a 25 mile radius of Edmonton were selected. Since this population of industrial education teachers was comprised of both industrial arts and vocational education teachers, a stratified random sample selection was used to insure that the two strata were equally represented.

The stratified random sampling procedure that was used followed the generally accepted method used in research and outlined in research texts (Englehart, 1972, p. 238, 309; and Raj, 1972, p. 32). Raj (1972) briefly explains the basic sampling procedure:

A basic method of sample selection is simple random sampling. In this method each unit of the population has the same probability of being selected in the sample. The selection is usually made with the help of random numbers after the units in the frame have been numbered from 1 to N (p. 32).

To facilitate a stratified random sample, independent random samples were drawn from each stratum (industrial arts and vocational education teachers). The samples drawn at random from each stratum (subpopulation) may be proportional to the number in each stratum of the population (Englehart, 1972, p. 307).

To identify the specific members of the sample a series of random numbers were generated through the use of the random number function of a University of Alberta computer terminal. Appendix D

includes a copy of the original computer printout of random numbers used to select the participants.

The 20 randomly selected participants were taken from a population of 265 industrial education teachers within the Edmonton area. Appendix D includes a map of the Edmonton area and a detailed illustration indicating the geographic area that contained the population. This population was first stratified into 152 industrial arts teachers and 113 vocational education teachers. To maintain equal representation the same percentage of participants was selected from each stratum. Thus, 11 industrial arts and 9 vocational education teachers were selected to participate in the study.

Instrumentation

From a review of the literature devoted to instrument design it was found that no instrument had been designed that could be used to evaluate a public relations handbook.

One instrument was located that had some implications for the study. This instrument was the questionnaire designed by the Educational Products Information Exchange Institute (E.P.I.E., 1977). It was found that the E.P.I.E. questionnaire was designed: to be used by trained evaluators; to evaluate all forms of educational materials and hardware; and, to provide an extensive written documentation which required a considerable amount of time on the part of the evaluator. Although the E.P.I.E. questionnaire could not be adapted directly to this study, it did provide the researcher with some background information and a general model for an evaluation questionnaire design.

Using portions of the E.P.I.E. questionnaire as a model, an

evaluation instrument was designed that would meet the needs of this study. This evaluation instrument was constructed in two parts.

Part A required the participants to provide a personal resume of their teaching responsibility and duration. Part B comprised the major body of the evaluation instrument and was composed of nine separate categories, which were: need, congruence - need with intent, congruence - suitability with need, contents, physical design, errors, bias, vision - check and market survey. These categories in combination comprised a total of 35 individual question items which were kept distinct in their categories throughout the numbering system used.

The majority of question items were based on the five-point Likert scale described by Englehart (1971, p. 177). These questions required the participant to rate their responses on a scale from 1 to 5. In a limited number of cases, where the response could not be rated on a 1 to 5 scale, either a yes/no or a checkmark response was required. In addition, space was provided under selected questions where additional comments could be made by participants.

Prior to being used in the pilot study the evaluation instrument was reviewed by both the major advisor and a specialist in instrument design from the Department of Educational Psychology, at The University of Alberta. These reviewers recommended that the length of the instrument be reduced, duplication of questions be minimized, and the proposed number of 10 participants for the study be increased.

The suggestions and recommendations made by these reviewers were incorporated into the revised instrument and the number of participants in Phase VIII of the study was increased from 10 to 20.

Needs Assessment Survey (Phase II)

To determine whether or not a need existed for a public relations handbook, and to determine whether supervisors, coordinators, and consultants of industrial education in the province would support in principle the concept of a public relations handbook for industrial education teachers, a need assessment survey was conducted.

This survey was designed to obtain information for the following questions:

1. (a) Does your district have a definite planned program of public relations? Yes ☐ No ☐
2. (a) Does your district conduct inservice public relations training for industrial education teacher staff? Yes ☐ No ☐
3. (a) Does your district employ personnel with specific responsibility for public relations? Yes ☐ No ☐
4. (a) Has your district conducted any public relations events or programs in the past two years? Yes ☐ No ☐
5. (a) Do you support in principle the concept of a centralized source of public relations information in the form of a handbook, for industrial education teachers? Yes ☐ No ☐

The coordinator for industrial education of Alberta Education was contacted to identify those who were responsible for supervising, coordinating, or acting as consultants in industrial education in the various school districts and school divisions of the province. From this contact, the researcher was provided with a list of 23 names as well as the date and location of the biannual meeting of the supervisors' group. Through the chairman of this meeting, arrangements were

made for the researcher to attend the meeting and to conduct the needs assessment survey. Using this approach, the survey questionnaires would be completed by those in attendance and returned immediately.

Of the 14 questionnaires distributed to those attending the supervisors' meeting, 13 (93 percent) were returned. The results of the survey indicated that one half of the school districts had a definite, planned program of public relations. Twelve of the 13 members of the supervisors' group indicated that their school districts do not conduct inservice public relations training for industrial education teachers. Seven of 13 supervisors (54 percent) indicated that their school boards do employ personnel with specific responsibility for public relations. Of the 13 supervisors who completed the needs assessment survey eight indicated that their school boards did not conduct any public relations programs or activities in the last two years. For the final question of the needs assessment survey, 13 supervisors (100 percent of the respondents) replied in the affirmative that they supported in principle the concept of a centralized source of public relations information, in the form of a handbook, for industrial education teachers.

Pilot Study

Purpose of the Pilot Study. A pilot study was conducted for the following purposes: to determine the quality of the evaluation questionnaire, to secure handbook input from a preselected cross section of industrial education teachers, and to pretest the research instrument. The results of the pilot study provided feedback on: question accuracy, wording, sequence and ambiguity. In addition, the



pilot study assisted the researcher to determine whether questions should be added or deleted and helped to determine the approximate time needed to review the P.R. handbook and complete the evaluation questionnaire.

Criteria for Selecting Pilot Study Participants. For the selection of industrial education teachers to be involved in the pilot study, the following criteria were established. The industrial education teacher must:

1. be a member of The Alberta Teachers' Association;
2. possess a Bachelor of Education degree in either industrial arts or vocational education;
3. have a minimum of three years' teaching experience in industrial arts or vocational education;
4. spend a minimum of one half time instructing industrial education in a junior or senior high school;
5. be a member of the instructional materials committee of the Industrial Education Council, a specialist council of The Alberta Teachers' Association;
6. be a member of the Industrial Education Council, a specialist council of The Alberta Teachers' Association;
7. serve in an executive capacity with the Industrial Education Council at either the provincial or regional level.

Selection of the Pilot Study Participants. Members of the pilot study were selected in the following manner:

1. Each member of the pilot study was required to meet a minimum of five or more of the seven criteria that were established

for selecting the pilot study participants.

2. One member from each of the following categories was selected to be involved in the pilot study.
 - (a) a supervisor of industrial education;
 - (b) an industrial education teacher who was actively involved in a planned public relations program;
 - (c) an industrial arts teacher with a master's degree and with five or more years of teaching experience in industrial education;
 - (d) an industrial education teacher with five or more years of teaching experience in industrial arts;
 - (e) an industrial arts teacher with less than one year of teaching experience in industrial arts;
 - (f) a vocational education teacher with five or more years of teaching experience in any trade area taught at the secondary school level;
 - (g) an administrator of vocational education at the secondary school level;
 - (h) a preservice industrial arts teacher in training.

With the exception of the preservice industrial arts teacher, all other pilot study participants met five of the seven criteria and represented each of the eight categories in the pilot study population.

Conducting the Pilot Study. The participants selected for the pilot study were contacted by telephone by the researcher to explain the purpose of the pilot study and the role of the participant in this phase (VII) of the research. Those who agreed to participate in the

pilot study received a draft copy of the public relations handbook and a copy of the handbook evaluation instrument. These participants were informed that a two-week time frame was allotted for the review of the handbook and the completion of the evaluation questionnaire. At the end of the two-week period each participant was telephoned to arrange a convenient time for the researcher to collect the handbook and the completed copy of the evaluation instrument.

Each handbook and evaluation questionnaire was reviewed and analysed. The comments and recommendations made by the pilot study participants were acted on and incorporated into the revised draft of the handbook and the evaluation questionnaire.

Results of the Pilot Study. The results of the pilot study can be categorized into two parts: (1) input on instrument design; and (2) input on handbook design.

(1) Input on Instrument Design. The following is a brief summary of the more pertinent findings:

- Typographical errors were identified.
- Ambiguity in some questions was noted.
- Minor changes were needed in the design of the handbook evaluation instrument.
- The length of the time required to complete the handbook evaluation instrument was acceptable.

(2) Input on Handbook Design. The participants in the pilot study made these observations on the handbook design:

- Step-by-step procedures for public relations procedures are needed.
- More practical examples should be included.

- Develop Chapter VII more fully.
- Add French translations to Appendix C.1.
- Use photographs.
- Use flow charts.
- Add 'ideas' such as" (i) use students products at teachers' conventions, (ii) students can take part in printing a parent handbook titled: "This is Your Child's Industrial Education Program".
- Future recommendation - develop a slide tape on public relations for industrial education teacher use.
- Stay with a good format.
- Expand on the section titled, "School-Community Relations".
- Teachers must place more stress on public relations that directly affect the public, especially school board members.
- Consider using 9-point Roman face type.

Generally, the handbook was well received by the pilot study participants. Minor grammatical and typographical errors were also identified.

After consultation with the major advisor, many of the above comments were incorporated into the design and modification of the handbook and the handbook evaluation instrument before they were used in the major study (Phase VIII).

Assumptions

The following assumptions apply to this study:

1. From a survey and search of the literature on public

relations it was assumed that a study similar to this study did not exist.

2. It was assumed that little information and guidance was available to industrial education teachers on public relations methodology specific to their needs.
3. It was assumed that public relations is a necessary consideration for industrial education teachers and remains as one important function that an industrial education teacher can perform to assist in the maintenance of a viable program.

Limitations of the Study

This study was subject to the following limitations:

1. The need survey for a public relations handbook was limited to those supervisors, coordinators and consultants of industrial education in the province who attended the bi-annual meeting of that group that was held on September 27, 1976.
2. The handbook that was designed and developed was limited by the following factors:
 - (a) information that was available in print;
 - (b) input from supervisors, coordinators, consultants, teachers of industrial education and staff members of the Department of Industrial and Vocational Education of the Faculty of Education, The University of Alberta;
 - (c) input received from the pilot study and the major study;
 - (d) written comments and responses made by those who participated in the major study (Phase VIII of the

research sequence).

Definition of Additional Terms

In addition to the terms that were defined at the beginning of this chapter, the following series of definitions apply to the specific terms that will be used throughout this study.

Public Relations. Funk and Wagnall's Standard Dictionary of the English Language International Edition (1971), defined public relations as:

The activities and techniques utilized by public and private organizations and enterprises to establish favorable attitudes and responses on their behalf on the part of the general public or of special groups: included are analyses of attitudes, appraisal of procedures and policies, recommendations of internal change, and effective presentation of the organization's purposes and objectives. 2. The public conduct of the affairs of an organization and standing and to public opinion. 3. The relationship between the general public and an institution of any kind (p. 1020, vol. 2).

Although this definition is adequate for general use, it does not focus specifically on the intent or scope of the term when used in the context of this study.

Two writers who have formulated a definition for public relations with reference to industrial education are Pinelli and Curtis (1974), who wrote:

1. Public relations is expressed in policy and manifests itself through actions which are designed to promote understanding.
2. Public relations is an on-going process which utilizes two-way communication to promote the exchange of ideas between the organization and the various publics.
3. Public relations enjoys numerous activities in a continual effort to promote understanding and support from the internal and external publics.
4. Public relations involves continual evaluation of the program or plan to ascertain the extent to which the objectives are being achieved and need to be changed (pp. 2-3).

Communication. This term emerges as one of the primary functions of public relations, and is often confused by the lay public as public relations. Since communication is one function of public relations, it cannot take the place of public relations. In specific terms, communication will be considered as "the process of passing from one person or group to others a message which has an effect" (Stephenson, 1971, p. 9).

Handbook. For purposes of this study, the term handbook is defined as a compact reference manual and guide, which is a central source of information for ideas, instruction, reference and guidance.

METHODOLOGY

Design of the Study

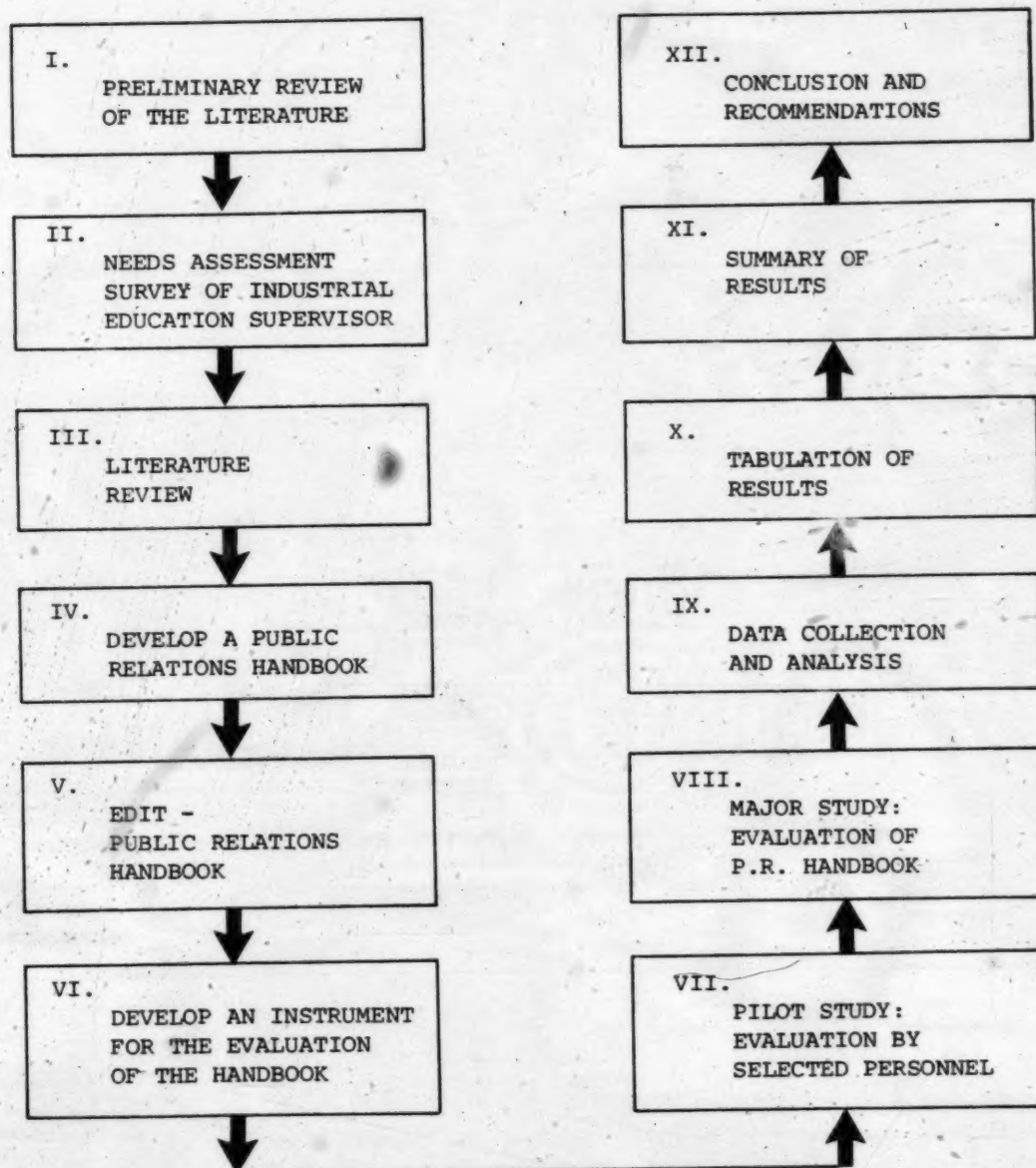
This section of the chapter provides a schematic diagram in the form of a critical path research sequence which shows the various phases of the study. Figure 1 is a flow diagram of the critical path of the 12 phases that make up the research sequence of the study. Each rectangle of the diagram represents a major phase of the investigation and each phase is briefly described in this section. Major phases of the study that require a more detailed explanation are described in detail in appropriate sections of this chapter, or in other chapters.

Twelve Phases of the Study

I. PRELIMINARY REVIEW OF THE LITERATURE

Phase I. A preliminary review of the literature for this study

Figure 1. CRITICAL PATH RESEARCH SEQUENCE



was conducted for two major reasons. These reasons were:

- (1) to determine if a need existed for a public relations handbook by inservice industrial education teachers;
- (2) to determine what the criteria were for designing a research instrument, particularly a questionnaire which is reported in detail in the instrumentation section of this chapter. References were also reviewed on the topic of instrument design.

II. NEEDS ASSESSMENT SURVEY

Phase II. A needs assessment survey was designed and administered to supervisors, coordinators and consultants of industrial education to determine the need for a public relations handbook for industrial education teachers in the Province of Alberta. This phase of the study is fully described in the section of this chapter title, "Needs Assessment Survey."

III. LITERATURE REVIEW

Phase III. A literature search and review of reference sources directed at public relations was conducted to identify possible input for content that could be included in a public relations handbook for industrial education teachers. Relevant portions of this review of the literature are included in Chapter 2 of this report.

IV. DEVELOP A PUBLIC RELATIONS HANDBOOK

Phase IV. Both the preliminary review of the literature (Phase I) and the needs assessment survey (Phase II) indicated that a need existed for a public relations handbook for teachers in industrial education. Based on these two initial sources of input as well as the major input from the literature review (Phase III), a public relations handbook for industrial education teachers was designed and developed. The development of this handbook focused on these three main objectives:

- (1) to develop an awareness on the part of industrial education teachers of the value of public relations on a day-to-day teaching strategy;
- (2) to serve as a reference for industrial education teachers, to be used as a tool by those teachers seeking practical ideas for the implementation of a public relations program;
- (3) to provide practical examples and descriptions of public relations activities and programs which have been used successfully by industrial education teachers.

A final copy of the edited and revised handbook constitutes Chapter 5 of this report.

V. EDIT - PUBLIC RELATIONS HANDBOOK

Phase V. Once the preliminary draft of the public relations handbook was completed, the draft manuscript was placed in the hands of

selected industrial education teachers, a supervisor of industrial education with a large city school system, a communications officer from one of the major school districts in the City of Edmonton, and a presentation editor. The input from the members of this editing committee was incorporated into the first revision of the handbook.

VI. DEVELOP AN INSTRUMENT
FOR THE EVALUATION
OF THE HANDBOOK

Phase VI. This phase involved the design and development of an instrument for the evaluation of the handbook. The design of this instrument was such that portions of it could be used to provide input for the final revision of the handbook.

VII. PILOT STUDY:
EVALUATION BY
SELECTED PERSONNEL

Phase VII. A pilot study was conducted to determine the adequacy of the research instrument and to provide feedback on the improvement, modification, and refinement of both the instrument and the public relations handbook. The criteria used to select the pilot study population were fully discussed in the section of this chapter titled, 'The Pilot Study'.

VIII. MAJOR STUDY:
EVALUATION OF A
P.R. HANDBOOK

Phase VIII. This phase comprised the major study and involved

a stratified random sample for a population of practising industrial education teachers who taught within a 25 mile radius of the City of Edmonton. These participants received a letter explaining the research and their role in the study, a copy of the handbook (P.R. Ideas - A Public Relations Handbook for Industrial Education Teachers), an evaluation instrument for evaluating the handbook, instructions for using the evaluation instrument, and a self-addressed, stamped, return envelope.

IX. DATA COLLECTION AND ANALYSIS

Phase IX. This phase of the study involved the collection of data and is integrated with both Phases VIII and X. Both the data collection and the data analysis procedure are discussed fully in Chapter 3.

X. TABULATION OF RESULTS

Phase X. Material in Chapter 3 fully illustrates and describes the tabulation of the study's results.

XI. SUMMARY OF RESULTS

Phase XI. This phase involved the summation of results presented in Phase X. and is presented in the conclusion of Chapter 3 of this thesis.

XII. CONCLUSION AND RECOMMENDATIONS

Phase XII. The final phase of the study presented in Chapter 4, provides a summary of the study and includes: observations, conclusions, implications and recommendations for further research.

The final draft of the handbook is presented in Chapter 5 of this thesis.

Data Collection

Phase IX of the critical path research sequence involved the data collection. In that phase of the study a stratified random sample of the industrial education teacher population from the Edmonton area was taken (see previous chapter section "Population and Sample" for details) and 20 participants were selected. These participants were then contacted by phone to: inform them that they had been selected to participate in the study; inform them of their role and function in the research; and, inform them that the researcher would deliver to them a copy of the research instrument and the handbook.

When the questionnaire and the handbook were delivered, participants were informed that they had two weeks to review the handbook and to complete the evaluation questionnaire. At that time the participants could either return the research documents in the stamped, self-addressed enveloped provided or the researcher would collect these documents personally.

Data Analysis

As previously mentioned, the research instrument was designed

in two parts. Part A requested background information concerning the participants. Part B of the questionnaire was categorized into the following nine elements: need, congruence - need with intent, congruence - suitability with need, contents, physical design, errors, bias, vision check and market survey.

Data from the two parts of the questionnaire were manually processed and illustrated in tabular form. The data presented in each table are followed by an analysis of these data.

Organization of the Thesis

Chapter 1 of the thesis is divided into two main sections. The first section included: major operational definitions; introduction; orientation to the problem; the problem; purpose of the study; significance of the study; population and sample selection; instrumentation; needs assessment survey; pilot study; assumptions; limitations; and definitions of additional terms. The second section of this chapter included the methodology which had the following subsections: a detailed description of the study design which included an illustrated critical path research sequence; data collection; and data analyses and results.

Chapter 2 presents a review of literature that is related to this study. This literature review includes: an analysis of the major terms central to the study; analysis of public relations from the perspective of various authorities; a review of the major public relations events and activities in industrial arts from a local, provincial and international overview; a review of handbooks and guides on public

relations in general education; a review of studies dealing with public relations in industrial arts education; and a summary overview of current opinions on public relations with direct relevance to the field of industrial education.

Chapter 3 analyzes the collected data. This analysis will be represented in a series of tables with a full explanation of each.

Chapter 4 is the summary chapter and includes a summary of the study: the conclusions of the research; the researcher's observations and recommendations resulting from the study. These recommendations will be made to the personnel of the Industrial Education Council (a specialist council of The Alberta Teachers' Association), Alberta Education, and the Faculty of Education, The University of Alberta.

Chapter 5 presents the focal point of this study, a type-set copy of: P.R. Ideas - A Public Relations Handbook for Industrial Education Teachers.

Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to present an overview of the literature related to this study. This literature review consists of seven major sections.

The first section establishes a perspective for the term 'public relations' by including a review of the definition, the rationale for public relations, the nature of public relations, the basics of a public relations system, priority publics, and levels of public relations activities.

The second section explores selected concerns of various authorities as they view public relations. Included is a brief review of the concerns of administrators, industrial leaders, and teachers.

Section three relates to the history of public relations practices in industrial education. It provides a general survey of international public relations events and Alberta events. Also included is a description of various industrial education displays and an innovative school community relations program.

The fourth section reviews public relations handbooks and guides that may have implications for the design and development of a public relations handbook for industrial education teachers.

Section five reviews research studies that are related to this study.

Section six provides a brief summary of views on public

relations in industrial education with specific implication to the design and development of the handbook on public relations.

The final section is a summary of the contents of this chapter.

Procedures for the Literature Search

Two basic information retrieval strategies were followed to review the literature. The first was a manual search of the card catalog holdings in The University of Alberta Education, Rutherford and Cameron Libraries; the Edmonton Public Library; the Library of the Edmonton Separate School Board; and the Professional Library of Alberta Education.

In the second part of the literature search computerized information retrieval services were utilized. More than 12 searches were performed in the data bases of Lockheed Information Systems and Systems Data Corporation (S.D.C.). The data bases that were used through these two information services were: ERIC (Education Resources Information Center) located in Lockheed Information Systems and S.D.C.; ABI/Inform (Abstracted Business Information) found in Lockheed Information Systems, Dialog number 15; and, Comprehensive Dissertation Index, in Lockheed Information Systems, Dialog number 35 covering 530,000 citations from 1861 to the present.

The results of these searches indicated that very little has been written on public relations in vocational education and more has been written on public relations in industrial arts.

Establishing a Perspective

Public Relations Defined

Few words in the English language enjoy such wide use and interpretation as the term public relations, and which continues to be so poorly understood (Moore, 1970). The Canadian edition of the Funk and Wagnall Standard College Dictionary (1976) had defined public relations in general terms:

The activities and techniques used by organizations and individuals to establish favorable attitudes and responses in their behalf on the part of the general public or of special groups (p. 1089).

In considering the definition from an international, industrial perspective, L. Matrat, a public relations manager of Union Industrielle des Petroles (U.I.P.) was quoted as defining public relations as:

a mode of behavior and a manner of conveying information with the object of establishing and maintaining mutual confidence, based on mutual knowledge and understanding, between an organization -- a corporate body carrying out various functions or activities -- and the different sections of the public, internal and external, that are affected by some or all these functions or activities (Jefkins, 1966, p. 4).

The National School Public Relations Association (N.S.P.R.A.) (1974), has acknowledged that there are many definitions for the term public relations. This association, in discussing the many definitions for public relations, presents the following:

To some people, they are all negative or conjure up images of tricking people into believing what is not really true. But, public relations is really more than activity telling your story to the people you serve -- the people who live in your community or who work at or attend the school. Public relations is not a cover-up. You can reflect only what the program of the school actually is -- its people and its activities (N.S.P.R.A., Public Relations Took Kit, p. 21).

The N.S.P.R.A. summarizes its discussion on the definition for

public relations with a one sentence definition which has become almost a standard in the field of education:

Public relations is a planned, systematic, two-way (underlining for emphasis) process of communication between an educational organization and its internal and external publics, designed to build morale, good will, cooperation and support (underlining for emphasis) (N.S.P.R.A., Public Relations Took Kit, p. 21).

The N.S.P.R.A. expanded on its definition for public relations in a subsequent publication titled, P.R. Goldmine - Brightest Ideas for 1975 (Volume 4). The association in this publication states that "public relations is not a single act; it's a continuing process which demands creative attention and refinement (p. 3)."

Pinelli and Curtis, (1976) in an unpublished monograph written for industrial arts teachers, define public relations in such all-inclusive terms that the definition may have a direct relevance and application to industrial education. According to these two authors, public relations is more encompassing than a two-way means of communicating. Public relations:

1. is both a philosophy and a function of management.
2. is expressed in policy and manifests itself through actions which are designed to promote understanding.
3. is an on-going process which utilizes two-way communication to promote the exchange of ideas between the organization and the various publics.
4. employs numerous activities in a continual effort to promote understanding and support from the internal and external publics.
5. involves continual evaluation of the program or plan to ascertain the extent to which the objectives are being achieved and need to be changed (p. 3).

Generally, the definitions for public relations given by various authors contain a number of similar elements. Although these elements may first appear to be similar, some slight differences do become evident. One difference that is evident is the responsibility

and function of public relations. Literature directed toward industry and commerce normally considers public relations a responsibility and function of management. Literature directed toward education tended to assign the responsibility to all school personnel. An educational publication of The Alberta Teachers' Association (A.T.A., 1974) takes the position that public relations is based on mutual cooperation and understanding between the teaching staff and management/administration. On this concept, the A.T.A. in this publication, School-Community Public Relations, made the following statement:

no one teacher or administrator can succeed in improving the situation single-handedly. The problem has to be attacked collectively by the staffs in each school . . . (p. 4).

The position taken by this teachers' association is in agreement with other educational authorities (Kindred, 1957; N.S.P.R.A., 1975; and Nickols, 1967), who have written on the topic of public relations for education.

Brown (1973), in his article (which appeared in the professional literature for industrial education teachers and educators) took a similar position to that of The Alberta Teachers' Association, that public relations was the responsibility of all school personnel. He notes:

It (public relations) is the responsibility of virtually all school personnel to help build confidence in our schools, present the full image of the schools to the community, and to inform through all possible channels of the programs, plans, projects, personnel, pupils, and problems of our schools (p. 3).

A Rationale for Public Relations

The British North America Act, Section 93, specifically places

the responsibility for education on the provincial government. The provincial government, in turn, through regulations and legislation has placed the responsibility for education on the locally elected school boards. To finance education in the local school systems, the school boards tax real estate. Because of increased cost and the inflationary spiral, the taxpayers are not only asking, but are demanding, an accounting of how their tax dollars are being spent. As a result of this call for accountability the need for public understanding and support of schools has never been greater. Jones and Stout (1960) in a discussion on the need for public understanding and support of education point out that:

So many changes in purpose, procedures, methods, size and cost of schools have left the general public without adequate knowledge of the school and community (p. 2).

Turner, in a foreward to a book by Movshovitz, Press and Community Relations (1975), states that there is a need for public relations at the school level because of the close relationship that exists between public relations and public opinions. In discussing this relationship, Turner wrote:

As the pace of life quickens, as technology becomes more specialized, as advertising and informational scenes become more subtle, school community relations becomes more intricate and more important. In the final analysis, a good public relations program is more important than a similar program in business and industry, because progress in education is so closely related to public opinion (p. i).

Within the last two decades many changes in education have occurred before public knowledge of the current educational programs and practices were achieved. In the early 1960's, when education spending priorities were unquestioned because funds seemed virtually

limitless, new programs and services in education were introduced "usually without the knowledge or understanding of most citizens" (Nuttall, 1971, p. 6). In the early 70's, the major result of this lack of public understanding and knowledge was a public backlash in the form of educational accountability.

On the other hand, public demand for information about their schools, programs, education innovations and how these affect their children has not kept pace with the rapid and continuous changes that have taken place in education. Jones and Stout (1960) believe that:

The positive progress of schools is reduced when patrons do not have adequate information about their schools. The . . . public is willing to accept the concept of change as applied to physical developments which affect their everyday living, such as air conditioning in their homes, but they are not so quick to demand or to accept change in their social institutions. In far too many communities, education is a thing set apart from the public. As a result, one may find a tendency on the part of the public to leave things as they are, to oppose going along with those educators who attempt to point a way toward improvement of education (pp. 2-3).

Because the public has not kept abreast of what was happening in their schools they became reluctant to support education and in some instances, lost respect for education. Atkinson (1971), very vividly stated this when he wrote the following:

Reluctance to increase support for public education need not mean that people have lost respect for public education . . . They want to understand the modern trends, methods and innovations that are altering the schools they attend (p. 27).

To some extent the public's lack of knowledge and understanding of education, particularly industrial education, can be directly attributed to some of the personnel associated with industrial education. To these individuals, public relations was not a high priority for education because they believed that the lay public was not interested

in, nor capable of understanding educational theory or practice. This situation was described by Pinelli and Curtis (1974) when they stated:

some educators have taken the position that the lay public was not interested or was incapable of understanding educational theory and practice, consequently, could not comprehend or did not care what schools were striving to accomplish. Some educators took the position that the value and importance of their work negated the need for public exposure (p. 87).

There may be numerous reasons why industrial education teachers and administrators neglected the public relations function in their day-to-day activities. Nevertheless, the public needs, and virtually demands, information about the education of their children. However, as stated, the attitude of personnel in education may be contrary to meeting this public 'demand' for information. One alternative is that teachers be provided with encouragement and assistance to practice public relations in order for them to be able to maintain and "promote understanding and support of school personnel and the community" (Pinelli and Curtis, 1974, p. 88).

The Nature of Public Relations

The literature reviewed on public relations in education supports the concept that public relations has and continues to be an integral part of every school. Public relations exists in every classroom, industrial arts laboratory or vocational education shop, and radiates information and images about the teacher and the instructional program every day of the school year. This occurs as a direct result of the public continually receiving messages about the school and its programs (Dapper, 1964, p. 5).

These messages, both positive and negative, are carried into the

community by students and by other members of the community who come in contact with the schools. The mass media such as newspaper, radio and television also carry messages about the schools and their programs. It is these messages and images, planned or incidental, that are the basis for the various publics' opinions and views about education. Therefore, the images that industrial education teachers and their programs project to these publics are what constitutes a function of public relations.

Bortner (1974), in an Alberta Teachers' Association (A.T.A.) publication, School Community Public Relations - Bridging the Gap, discussed the nature of public relations and its means of presentation:

Schools cannot avoid public relations. The people will inform themselves about their schools and will express opinions concerning their effectiveness regardless of whether school officials take positive steps to interpret them. In other words, school public relations are not a matter of choice. The only choice open is whether school public relations will be planned or accidental, organized or slipshod (p. 22).

Both Dapper and Bortner, in separate writings, tend to deviate from the accepted definition of public relations. These authors in their writings imply that public relations is virtually automatic. However, according to definition, public relations is a planned and conscious process. Accidental or unplanned public relations is thus a pseudo form of public relations. For the most part, this pseudo form of public relations can be considered as a negative form of public relations, much in the same manner as gossip and hearsay are considered negative forms of communication.

All personnel associated with education are responsible for providing a bona fide public relations program. Brown (1973), in an

article, "Thrust for Educational Leadership," elaborates on this concept by stating that:

it is the responsibility of virtually all school personnel to help build confidence in our schools, present the full image of the schools to the community, and to inform through all channels possible of the programs, plans, projects, personnel, pupils, and problems of our schools. Such a communications effort needs careful guidance to ensure successful results (p. 3).

A key to any effective public relations practice is the planning that must take place. Harlow and Black (1952) in a publication briefly wrote that special planning is needed:

[Public relations] vary with the enterprise they are carried on; mostly they are 'custom built'. Each situation calls for a special planning, selection of techniques and tools, and program execution (p. 21).

Special planning and selection of techniques are particularly important in developing custom-built public relations activities for use in education, particularly in industrial education. If these activities are to be custom-built, it follows that caution must be exercised when the public relations activities are adopted. Personnel associated with industrial education may have to resort to innovating custom-built public relations activities, if these activities are to be effective and their success maximized.

Teachers should be familiar with the specific industrial education programs offered in a school. Therefore, these personnel should be able to conduct invaluable public relations activities provided their attitudes are favorable toward these activities, and, provided they have the approval and encouragement of their immediate supervisor or the school administrator. Industrial education teachers can play a major role in the public relations function in a school or in a school

system (N.S.P.R.A., Pebbles, 1960, p. 6).

Basic Tenets of Public Relations

There are six basic tenets to any public relations system if it is to be effective in serving both the generating group and the public. Movshovitz (1975) was the first to identify the basic tenets of a public relations system. Below is a summary of these basic tenets of public relations.

1. A school program that is worth selling. The purpose of public relations is to win the support and involvement of the community. The first essential is that the school system agree on a philosophy of education . . . The second essential is that the school system devise the best school program possible . . .
2. Commitment to Communicating. The school district must believe in the value of a school communications program . . .
3. Policy. The school board should express its commitment to a thorough-going, effective school public relations program . . .
4. Organization. An organization should be established to carry out the P.R. policy . . . Someone in the school system should be charged with the responsibility for the public relations program . . .
5. Well-constructed Program. A balanced, effective P.R. program must be devised . . . uses effective techniques directed toward appropriate publics, and takes advantage of the most effective media.
6. Evaluation and Follow-up. Appropriate steps should be taken to measure the effectiveness of the P.R. program (pp. 3-5).

Categories of Publics

All planned public relations activities, whether planned as a system or not, once developed, are directed toward a selected audience. Educational writers occasionally have referred to this audience as the

general public. These writers use the term 'general public' as a generic term to include a variety of publics.

Effective public relations activities must be directed to a specific audience and not merely at the general public. Dennison (1968), in writing about public relations for education, uses the term general public to describe a priority public when he said: "There is a group whose good will and support you want to gain, known as the 'general public' (p. 40)." Who that "general public" was, Dennison did not describe.

Wooldrige (1974) recognized a need to distinguish between the specific or priority publics that must be considered when planning public relations activities. This author took the position that there is no such group as the 'general public'. To distinguish among the various publics in education, Wooldrige (1974) identified these different publics when he wrote:

there is no such thing as the general public; rather, there are publics. A public can be defined as any group of individuals whose interests, desires, and attitudes are somewhat common. Examples of publics are school administrators, other faculty members in the school, students, parents of industrial arts students, parents of other students, businessmen, farmers, ranchers, organized labor, other skilled craftsmen and the state Department of Education. The publics might be identified somewhat differently in a particular community. Each is different and will respond to an activity in a different way. After selecting the public, choose the activity that will develop the best communication possible. This requires an analysis of the existing attitudes of the public. Any plan should build on existing favorable attitudes and initiate a systematic approach to change unfavorable attitudes to favorable ones (p. 92).

The publics who are a concern to industrial education teachers particularly, and who are the focus of any public relations program, can be categorized, from the literature, as follows:

- Students
- Parents
- Community as a whole
- Elected representatives in public office:
 - (a) school board members
 - (b) members of Parliament
 - (c) members of Legislative Assembly
 - (d) civic officials
- Business, industry and labor
- Other educational institutions
 - (a) colleges
 - (b) institutes of technology
 - (c) training organizations
- Professional organizations
 - (a) teachers' associations
 - (b) vocational associations
 - (c) industrial education associations
 - (d) industrial arts associations
 - (e) professional development organizations
 - (f) honorary professional fraternities (e.g. Epsilon Pi Tau)
- Colleagues and administrators

Priority Publics for Industrial Education. Any teacher or

group of teachers who wish to become involved with public relations should ask the question: "Which public should I choose for my first P.R. target?" Assuming that public relations has not been a conscious subject of concern in the past, the first public that may be selected

is the one that will provide the greatest influence or benefit for a program. The publics that can be influenced by public relations can be categorized into three broad groups which are: the internal public, the related public, and the external public.

The internal public is a group that will have the most immediate influence on the teaching staff and any instructional program. The group that is most likely to be the internal public of a school are the students, other teachers, followed by the administrators. Any implementation of a public relations program directed at an internal public will undoubtedly produce a 'ripple effect' which, in turn, will influence the other two publics. Since the student is undoubtedly the teacher's first concern and part of a larger audience, it may be most profitable for the teacher to make this internal public the first and priority public in public relations. The reason is self-evident because the students are in contact with both internal and external related publics. The attitudes and opinions these students carry with them from school will influence all those with whom they come in contact.

According to some writers these same students are not reliable sources as carriers of information. If the chosen public relations system ensured that students would relay accurate information to the publics, the public relations potential may become more positive and effective. This becomes especially significant since 100 students have an estimated audience of 2,000 people (Barkelaw, 1973, p. 30).

A priority public that falls into two categories - related public and external public - is considered to be the parent. (This concept of a public falling into more than one category is explained

in the following section - Levels of Public Relations Activities). This public has entrusted the teacher with their most prized possession - their child. This same public also provides the teacher and the instructional program with financial support. In other words, this public provides the teacher with both the student to be taught and the financial support to carry on that mandate. Industrial education teachers must be aware of the fact that parents are an all-inclusive public. The parents generally are the sum total of all occupations and professions found in a productive society. It is the parents who finally determine the destiny of an industrial education program and all other educational programs.

Levels of Public Relations Activities

To assist in the planning and development of any public relations activity, the specific publics previously described can be grouped into three levels. Any teacher may direct a planned public relations activity toward these three levels.

Level I or Internal Public. This group is limited to all the publics that teachers meet in their day-to-day teaching activities and responsibilities. The internal publics in this level include: students, school staff, administrators, and school visitors. Usually teachers communicate with this public in person, by telephone, or through written message.

Level II or Related Public. This group of people have intermittent contact with the school and its programs. Individuals in the Level II related public do not have day-to-day contact with teachers and include: parents, department chairpersons, school board members,

central office personnel, governmental personnel (e.g. Alberta Education), or university personnel. The teacher has only occasional contact with individuals from this public.

Level III or External Public. This category includes all publics who normally have very little or no contact with the schools and teachers. From the above information, it is evident that the three levels of publics are arbitrary classifications. The publics who fall into any one of these categories are fluid and may be in one or more levels at different times depending on the circumstances.

Public Relations: Concerns of
Selected Authorities

As a Concern of Authorities from Business and Industry

"Today, practically every commercial, industrial, and educational agency has accepted the creed that the good will of the public is important for survival and growth (p. 13)." These are the words of Steinberg (1973) in his book, The Mass Communicators. Throughout modern history, business and particularly industry have become keenly aware of the power of public acceptance; therefore, they have become most interested in ways to achieve that acceptance.

A number of factors have contributed to making public relations an important and specialized operation in our economic and social systems. Steinberg (1973) has identified five such factors which he explains:

The first was the increasingly complex structure of industry and its growing remoteness from direct contact with the people. The second was the development of a vast and intricate network of mass communication media. The third was the rise of large

business interests and vitriolic criticisms of the muckrakers and reformers. The fourth was the rise of increasingly keen competition which forced a regard for public opinion and the need for public support. And the fifth, a result of the development of literacy and education, was the demand for more facts and information on the part of the public.

Together these factors combined to make mass communication and public relations an operating necessity for those agencies whose activities impinged on the public and depended upon the public for support (p. 18).

One individual who has dedicated his career to the concern of public relations is Philip Lesly. Having served with numerous corporations and companies in industry and as president of a public relations company (Philip Lesly Company), Lesly is considered one of North America's leading authorities on public relations.

In describing the importance of public relations, Lesly (1971), stated:

Perhaps the most important force affecting all organizations and governments today is the opinion of people. Businessmen realize this when they talk of 'good will'. Business good will today means not only the attitude of the consumer toward the company's products, but also the attitude of the employees, the community, the Government, the stockholders . . . All these groups are vital to the success of a company; the good will of every one of them is indispensable. This is equally true for all other types of organizations (p. 4).

The last sentence in the above quotation can also apply to education which is considered a social organization by some authorities. Lesly continues his discussion on the importance of public relations by indicating that the value of good will or "public relations", as it is most commonly called, is most evident when it is absent (p. 4). This is especially true in the field of education, particularly industrial education.

In a presentation to the Calgary teachers' convention, F. D. Miller, Coordinator of Employee and Public Relations for Sherriitt

Gordon Mines Limited, had reiterated the commonality of concerns for public relations in both business and education when he said:

In the schools you do have public relations problems which are at least similar to the problems we have in industry, and today we seem to be operating under somewhat similar conditions. I think, therefore, that we may legitimately and profitably speak of some of those mutual problems in spite of the differences that exist in our situations (N.S.P.R.A., Public Relations Goldmine, Vol. 2, 1966, p. 45).

Chrysler President, Lynn A. Townsend, considered communications as one of the major factors in public relations. From the perspective of corporate leader, Townsend had listed the requirements for effective internal communications in order that good public relations be encouraged.

1. Internal communication must be recognized as an essential tool of good management.
2. Employees must be well informed concerning their mutual interest in company success.
3. Individual managers must actively support the corporate communication effort.
4. Substantially greater emphasis must be put on communication planning and measurement.
5. Top management must establish a good communication climate.
6. A long-term investment in professional talent and communication programming must be made.
7. Management must recognize its responsibility to listen as well as speak.
8. Managers must recognize the desire of employees to help their company, and the power of communication, to tap this great potential (Goldmine, Vol. 8, 1966, p. 49).

Although Townsend's statements centered on communication as a major factor of good public relations within internal company operation, the concept of good public relations goes further. Public relations also includes the external publics and the company's relationships with them. Lesly (1971) reinforces this issue when he stated:

The fostering of good public relations goes beyond winning favor among various groups by telling them what an organization is doing. Expert public relations recognizes that everything the organization does affects the opinion of someone (p. 4).

Lesly (1971) saw public relations as a bridge to change and as a means to stimulate attitudes in order to create change (p. 8).

A Concern of the School

"Why should the school be concerned with public relations" is an inevitable question that may arise at any time from any sector of education. The schools are public institutions and are supported by public funds; consequently, the schools are public property that is in the custody of education personnel.

One of these educator's major concerns is keeping the public informed of change and innovation. Kiernan (1974), one of many writers who took a position on the importance of public relations and its effect on education, wrote:

Any number of obvious answers could be given . . . concerning the value of public relations. Perhaps the most valid response pivots on the fact that the schools are not 'ours' but truly belong to the public. The several publics with whom we communicate must assuredly include all citizens whether the institution is rural, suburban, or urban; independent, parochial, or public; large, medium-sized, or small; vocationally oriented or college preparatory in character; special or general in program focus. If the school's PR skills are conspicuous by their absence or defective in their implementation, support for the education program is bound to suffer (p. 4).

Other educational writers support Kiernan's position that public support for education will follow once the public has gained confidence in the schools (Movshovitz, pp. 1-2; N.S.P.R.A., P.R. Ideas for Classroom Teachers, p. 6; Miller, p. 2). Conversely, whenever public doubt exists about the worth and effectiveness of an educational program, public support immediately decreases. For example, the fifth annual Gallop Poll (1973) for the United States on public attitudes toward education indicated that 36 percent of the respondents regarded

the schools less favorably than they did previously. Unfortunately, a Canadian poll on public attitude toward education was not located in the literature search. However, the assumption was that American public attitudes about education may be similar to those in Canada (Edmonton Journal, Nov. 5, 1977, p. 17). The Alberta Department of Education seems to support this assumption. It reports, "The public has lost confidence in the education system in the past several years (1977)."

What did emerge from the 1973 Gallop Poll was the indication that the less interested and the less informed the citizen was, the less favorable is their attitude toward education. Those schools that 'told it as it is' and who maintained a continuous flow of information to John Q. Citizen, came up with very favorable ratings and vigorous support for education (Kiernan, 1974, p. 5; Nagle, 1968, pp. 8-11).

In the past, education has been attacked for its mistakes and omissions. Because of the vast and intricate network of mass communication media and the immediacy of reporting, the public is soon informed about an educator's mistake or omission. Kiernan (1974) effectively illustrated this fact when he wrote:

Attacking existing institutions is by no means unique, as records of Greeks, Romans, sixteenth century clergymen, and others attest. The efficiency of today's mass communications media, however, means that more people will hear about our omissions or mistakes faster, and usually with more disastrous results, than those of our historically earlier counterparts . . . If ever there was an appropriate time for a well-thought out and hard-hitting PR program, it is now (p. 5).

To help negate these mistakes and omissions, classroom teachers, including those who teach industrial education, should become involved in public relations by working with a related public (level 2). These

teachers can work with parents or parent groups and maintain channels of communication with these publics for the betterment of the students and the profession. The National School Public Relations Association, 1968, in one of its publications titled, Working With Parents, reiterates this position:

Each classroom teacher becomes a front-line interpreter, building a foundation for public support of the school by developing a warm, strong relationship with the parents. Internal conditions must provide the kinds of encouragement and the opportunities necessary for public relations activities. If classroom teachers are to play a dominant role, they must feel that they are full-fledged partners in the educational enterprise. School administrators are responsible for creating the all-important atmosphere in which public relations activities of classroom teachers can grow (p. 5).

The above quotation raises a new issue - teacher support from the administrative levels should be present so that teacher public relations involvement is encouraged and maximized. The National School Public Relations Association lists a series of activities that the school administration can implement in order that the "all-important atmosphere" can be established and maintained. The N.S.P.R.A. states that administrators can:

- Support teachers in their public relations efforts.
- Make certain that teachers have time for public relations responsibilities as an integral part of their daily schedule.
- Use paraprofessional people to free the teacher to make parent contacts.
- Provide telephone facilities that are private and convenient.
- Relieve teachers of some of the clerical work connected with contacting parents.
- Provide a suitable place for parent conferences to be held.
- Work to effect an understanding of district policies, practices, and problems.
- Provide inservice help as preparation for parent-teacher conferences.
- Promote public relations activities through the combined efforts of the school's staff.
- Recognize the accomplishments of individuals and groups.
- Give attention to the improvement of working conditions;

reasonable work loads, adequate materials and equipment, attractive surroundings.

- Make information about the students, the school and its programs easily accessible to the teachers.
- Recognize teachers as professionals (p. 5).

An Overview of Major Industry Public Relations Activities in Support of Industrial Education

Public relations in industrial education has existed since the opening of the first shop door. Some of the more prominent vehicles of public relations included: the project, the teacher/instructor, the student, and the news media. The image(s) portrayed by these public relations vehicles probably had a positive effect on some of the various publics. This, in turn, had some possible influence on decision-makers who were responsible for governmental policies which helped to determine the state of industrial arts and vocational education.

The public relations vehicles, listed previously, may be considered as public relations elements for industrial education, since they have been used to continually project the image(s) of industrial education at the local school level. In the past, these vehicles have occasionally been harnessed on a major scale in an attempt to advance the image of industrial education.

On the international level, some of the major public relations events in support of industrial education that have been supported by a major industrial corporation are: the Industrial Arts Awards Competitions (I.A.A.) first sponsored by the Scholastic Magazine Publishers (1945-50), then by the Ford Motor Company (1950-60); and the Plymouth (U.S.A.) and Chrysler (Canada) Trouble Shooting Contests.

The literature search revealed no similar competitions or

events in Canada. On the provincial level, a number of public relations events have been conducted in Alberta. Some examples are the Southgate Industrial Arts Exposition in Edmonton, and similar expositions in Medicine Hat and Calgary. Another public relations event considered to be innovative was the School Community Relations Program (S.C.R.), conducted by the industrial arts teachers of the Edmonton Separate School District.

Following is a more detailed description of these public relations events.

International Public Relations Events

Since the 50's a number of fairs or contests have been sponsored by some of the major multi-national corporations. The purpose of these fairs or contests was to make the public aware of the learning activities in industrial arts laboratories and in the vocational education shops of North America, as well as encouraging finer craftsmanship and design, and rewarding the achievements of youth (Van Hart, 1951).

Ford Industrial Arts Awards. Possibly the largest, industry-supported public relations event to publicize industrial arts education was the Industrial Arts Award competitions sponsored by the Ford Motor Company.

Prior to the National "Ford Industrial Arts Competitions", regional (local, state, and provincial) competitions were organized across the United States and Canada. One of the major tri-state industrial arts expositions was the Delaware Valley Industrial Arts Fair. This fair served both industrial arts and vocational education students in the Southern New Jersey, Northern Delaware and South

Eastern Pennsylvania regions that were within commuting distance of Philadelphia. The rationale for holding both regional and national project displays, exhibits, and competitions for industrial arts and vocational education students was to acquaint more people with the local schools' programs and activities.

In a mimeographed paper submitted to the University of Pennsylvania, Preitz (1962) described the development of the Delaware Valley Industrial Arts Fair and outlined the purpose of that project exhibit when he wrote:

It has been said that public relations start in the classroom. The first and most important 'public' in the schools are the students. Therefore, by stimulating students' interests to the point where they will want to enter exhibits, and talk about these exhibits to their friends and parents, was one of the main aims of the founding of the metropolitan Philadelphia Industrial Arts Exhibition. The underlying purpose of the exhibition was wider community relations through acquainting a greater number of people in the metropolitan Philadelphia area more intimately with work being done in our shops and with the drawing programs of the schools in this area.

In 1948, the Scholastic Magazines Publishing Company sponsored the Industrial Arts Awards (I.A.A.) competitions and continued to support these competitions for two years. In 1950, the Ford Motor Company took over the sponsorship and continued the competitions for 10 years. In 1960, after the Ford Motor Company expended over \$1,500,000.00 on the I.A.A., the competitions were terminated. However, a number of states supported the Industrial Arts Awards Competitions for a few more years on a more localized scale.

From 1948 to 1960 the National Industrial Arts Awards Competitions were open to industrial arts and vocational education students across the United States and Canada. The competitions were designed

to recognize student achievement in industrial arts or vocational education programs through competitions with peer groups as well as encourage fine craftsmanship and design, and reward the achievements of youth (Harper, 1960, p. 26).

The projects produced by students in industrial education courses were first judged on a local level then submitted to the national competition for more than 1,500 awards, totalling \$50,000.00 yearly. (The cost of awards was one-third of Ford's annual expenditures on I.A.A.). Part of the award included an all-expense paid trip to Dearborn, Michigan for the 32 award-winning students and their teachers.

Chrysler Trouble Shooting Contest. Since the mid-1960's the Chrysler Motors Corporation has held annual North American interscholastic competitions for vocational education high school students who are enrolled in automotives. Each competing school is represented by two-man teams of either grade 10, 11 or 12 automotive students who are sponsored by a local Chrysler dealership.

The contest is comprised of two parts. Part one requires each contestant to write a theoretical examination in the morning. Part two is the practical which is held in the afternoon. This approach determines if the student contestant possesses a thorough knowledge of the automobile's mechanical functions and practical maintenance. The highest composite score of total points earned on both the theory and the practical portions of the contest determines the contest winner. Local winners and their teachers receive an all-expense paid trip to the national competition.

In a pamphlet, Chrysler Trouble Shooting Contest - Rules and

Regulations, the following explanation of the contest is given:

These teams compete against each other in diagnosing and correcting identical malfunctions deliberately installed in the electrical, starting, ignition, charging, fuel, emission control systems, and body hardware of Chrysler built automobiles. Contestants are also required to take a written examination which covers all basic areas of auto mechanics. The test results are computed and applied as a factor in the judging process (p. 2).

The rationale for the Chrysler Trouble Shooting Contest (called the Plymouth Trouble Shooting Contest in the United States) is not only to draw attention to the company but also to interest and motivate high school students registered in automotive classes to consider entering a career in the automotive service industry.

The following reprint of a letter to all Trouble Shooters summarizes the intent of the contest:

To All Trouble Shooters:

Chrysler Canada Ltd. and its automobile dealers consider sponsorship of the Chrysler Trouble Shooting Contest a joint investment toward technical excellence and future career opportunities.

The willing participation, co-operation and advice provided by the Departments of Education and individual automotive instructors throughout Canada is gratefully acknowledged as the prime reason for the Contest's continued success.

To each school competing in 1976, we sincerely hope that the experience will prove rewarding to both students and instructor.

Yours very truly,
Chrysler Canada Ltd.

(from a pamphlet, Chrysler Trouble Shooting Contest - Rules and Regulations, 1976, p. 1)

Provincial and Local Exhibitions in Support of
Industrial Education

Edmonton Southgate Shopping Mall. During Alberta's 1970 "Education

Week" (March 11, 12 and 13) the industrial arts teachers and students from the Edmonton Separate School District, under the direction of the Industrial Arts Teachers Public Relations Committee, participated in a public relations program to publicize industrial arts. The primary objective of the Industrial Arts Exposition was to improve communication with the public so that they become more fully aware of the changes taking place in industrial arts education in the junior and senior high schools of the Edmonton Separate School District.

Due to the size and nature of the Exposition nearly all of the system's (24) industrial arts teachers were involved in some part of the display operation. The dynamic portion of the display, which covered four areas of major activity, was manned by one or two students. These students were selected for each of the four major activity area from the various schools in the system. These students were responsible for demonstrating each of the processes that were selected for the exposition. In addition, an industrial arts teacher was assigned to each major activity area to: supervise the processes on display, organize students, ensure safety, act as host for the viewing public, and answer any questions from the public related to the exposition.

The following briefly describes the four major areas of activity that made up the dynamic portion of the exposition:

Area: Graphic Communications

Activity: Students operated offset printing equipment, printed and distributed a three-color calendar featuring a picture of the Edmonton skyline and an array of industrial arts student activity pictures on each of the monthly tear-off sheets.

Area: Electronics

Activity: This area included demonstrations of a small business computer, a variety of student performed electronic experiments, ham radio, and other facets of student study in this area.

Area: Plastics

Activity: Demonstrations included a variety of plastic manufacturing processes which included vacuum forming, injection molding, laminating, blow molding, acrylic cementing, plastic welding and other related processes. The items produced were then distributed to the public.

Area: Power

Activity: Included conventional power applications such as small steam, electrical, gas and diesel engines. The demonstrations also included model rocket building and display of launching equipment.

In each of the above areas a complete array of supporting visual and audiovisual instructional materials were displayed. As well as the dynamic displays and their respective supporting instructional material, a static display was located in the center of the mall. This display included a professionally arranged display of student products, posters and process illustrations.

To evaluate the exposition, a questionnaire was randomly administered to the viewing public during these three days. The tabulation of the results showed that 129 questionnaires were distributed with 32 (or 25 percent) being returned. All 32 respondents indicated that they approved of the display and would like to see similar displays in other

public places. Thirty (30) of the respondents indicated that they had a better understanding of industrial arts as a result of the display. Thirty (30) respondents recalled that the Edmonton Separate School District arranged the display. Seven (7) had the opinion that the display was expensive, 15 had no opinion, and 10 did not believe that the display was costly. Twenty out of 32 respondents came to Southgate especially to see the display. Nineteen out of 32 had children in school, 10 of these having children taking industrial arts courses.

Medicine Hat School District Display. The Medicine Hat School District in 1972 presented an industrial education display entitled, "Industrial Arts for the 70's" located in the Simpson Sears Shopping Center. Three bays in the mall contained dynamic and static displays that showed either a process or a product associated with industrial arts or vocational education.

The dynamic process displays consisted of industrial arts and vocational education activities which included industrial arts graphics, electricity, electronics, power (hydraulics, automated teaching on small engines and rocketry), plastics, leather, drafting, and vocational beauty culture. The static display exhibited products from the vocational machine shop, building construction and welding.

During the three days of the display approximately 125 students demonstrated the various processes, answered questions from the public, and acted as public relations agents for the programs they represented. Highlights of these activities were video and audio taped for television and radio. The audio tapings were aired live by CHAT, the local radio station in Medicine Hat.

As mentioned, a survey questionnaire was randomly administered to members of the public who viewed the display. Seven thousand people stopped to view the students at work. Of the 240 people who completed the questionnaire, 233 indicated that they were in favor of this kind of public presentation. Only 6 indicated that they agreed in part, and one individual did not favor the public display. The results showed that 166 viewers of the display felt they better understood industrial arts as a result of the display, with 67 indicating they had some understanding, and 7 did not understand the program any better. One hundred and ninety-two of the respondents came especially to see the display; 56 did not.

The questionnaire also indicated that 219 parents (91 percent) out of 240 respondents said they would like to visit a similar display if it were held in a school.

A second questionnaire, administered to the 20 industrial arts teachers who participated in the display, revealed that the display was a worthwhile effort. The results further indicated that a similar project should be repeated and that all the teachers would actively support another display in the future.

The organizers of the Medicine Hat display were able to benefit from the experiences, strengths, and weaknesses confronted at the Edmonton Southgate Exposition previously described. These organizers also utilized publicity to its maximum through the following: a brochure forwarded to every household in the city; two television interviews and radio announcements of the display; posters in strategic locations advertising the event; lengthy radio news reports; an article

on the display in each school paper; and finally, the display was written up in an article that appeared in the Local Voice, a monthly publication of The Alberta Teachers' Association.

A School Community Relations Program. The School Community Relations Program (S.C.R.) was a public relations program promoted by the Edmonton Industrial Education Regional Council (a regional of the Industrial Education Council of The Alberta Teachers' Association) and piloted by 20 industrial arts teachers of the Edmonton Separate School District during the 1974-75 school year. The S.C.R. program utilized a very common approach to public relations that is extensively used by business and industry in product merchandising. The basic components of the S.C.R. program were: students' industrial arts products that were completed and properly 'finished'; attractively and functionally packaged; and included attractive, personalized messages and labelling to parents in each package.

The key elements of the community relations project were intended to provide parents with information about their child's industrial arts program. This information included the purpose of the product that the student made in industrial arts, the processes used to manufacture the finished product, and a brief explanation about the industrial arts program in the school where the product was made. The public relations system helped to reinforce the purposes of the industrial arts program and the reasons for the child's involvement in the laboratory activities. Furthermore, it assisted students enrolled in industrial arts to verbalize (to their parents) what they were accomplishing in the industrial arts laboratory. This single public relations

program accurately exposed industrial arts programs in a positive manner to two of the most important publics - the students and the parents.

For the pilot run of the S.C.R. program, a questionnaire to parents was inserted in the product package. Records show that 713 questionnaires were returned (an accurate number of the total questionnaires issued was not available). The results of the questionnaire indicated that 69 percent of the parents felt they were receiving sufficient information about the industrial arts program at their child's school. Ninety-seven percent of the parents found the information on the package helpful in explaining the purpose of their child's efforts in the industrial arts laboratory. Of the parents who completed the questionnaire, 99 percent wished to see the S.C.R. practice continued and 99 percent of the parents felt that the industrial arts program in their school was helping their child achieve the program's intended goals.

Review of Handbooks and Guides for Public Relations

Through an expanded search of the library holdings, three books were located that could be described as handbooks for public relations. Each of these books was reviewed to determine some of the components that could be incorporated into the design of the proposed handbook on public relations for industrial education teachers.

Adams (1965) wrote a Handbook of Practical Public Relations which is basically an introduction to the field of public relations. This book is directed primarily at public relations personnel or those

in management concerned with hiring public relations personnel.

Darrow et al., (1969) wrote The Darnell Public Relations Handbook, which is directed to management of middle-sized companies that do not employ public relations specialists.

Lesly (1971) was both a contributor and editor of a massive (557 pages) Public Relations Handbook, which is a compendium of articles and monographs from 53 leading public relations authorities.

No "handbook" titled as such specifically directed to education was located in any of the literature searches. However, a relatively wide selection of public relations brochures and booklets designed as 'guides' for educational personnel were found. The major portion of these publications were directed to educational administration personnel, with a very limited number being directed to classroom teachers, and none were directed specifically to industrial education teachers.

However, the literature search identified articles that were written on public relations, specifically for industrial arts teacher personnel. These articles had tangential implications for the design of the proposed public relations handbook that would result from this study.

Public Relations Publications Designed for Education Personnel

Three publications that may approach the definition of a 'handbook', and bear direct or indirect implication for industrial education, are: What Every School Board Member Should Know About Press and Community Relations, written by Movshovitz; School Communication Ideas that Work, written by Bagan; and Public Relations Ideas for

Classroom Teachers, written by the National School/Public Relations Association (N.S.P.R.A.).

The books by Movshovitz and Bagan are directed primarily at school officials. They provide important rationales to these administrators for maintaining concern for public relations within the school system as well as with the community.

Hurwitz (1975) in a foreward to the publication written by Movshovitz summaries some of the basic intents of both these books:

No single publication can serve as a definition text on school public relations. Our claim for this handbook is modest. We offer it simply as an overview of what a school public relations program should be and as a general guide to constructing a program that has a good chance to succeed in doing it . . . this manual will serve as a handy and useful reference for everyone in the education community - not only public relations personnel but also board members and school staff . . . that it will make evident the great need today for everyone connected with the schools to communicate with the public in a straightforward, thorough and continuing basis.

The guidelines and ideas contained herein are offered as suggestions rather than as hard and fast rules (Movshovitz, p. 1).

The publication, Public Relations Ideas for Classroom Teachers (N.S.P.R.A., 1964-65), represents one of the few publications directed specifically to public relations practices in a classroom. The primary intent of this booklet is to provide teachers with a variety of public relations concerns, ideas, and activities as they apply to public relations in a classroom situation.

All publications previously listed in this section may have direct or indirect implication and ideas for this study and the design and development of the proposed public relations handbook for industrial education teachers.

Components. To assist in the development of a public relations handbook for industrial arts teachers, a special note was made on the components of the three previously mentioned publications.

The first example, Press and Community Relations, was comprised of 10 chapters. At the opening of the book the author provides a rationale for the need for schools to communicate, and a description of how to develop a foundation and design for a public relations program. This is followed by a presentation on who and how one could deal with the media. The last chapters then provide specific direction to school officials on how to: produce a publication, handle a budget election, handle board meetings in a public relations program and how to deal with criticism and crises. An extensive appendix was provided with numerous ideas for educational public relations.

The second example of a public relations publication, School Communication Ideas that Work, is similar to the first example. The objective of this five-chapter publication is to provide school officials with a guide on how to improve their communications with the publics.

The first chapter deals with the whys and hows of communication. The second chapter discusses methods of communicating person to person. It demonstrates ways to find out what your community is thinking, how to conduct community surveys and how to make small group meetings work. The third chapter centers on methods of communicating through words and pictures. Chapter 4 provides details on how to communicate through the commercial news media, and how to communicate in special circumstances such as: gaining support for budgets, the communication approach to

controversy, what to do with parents at special events and communication strategies for negotiation.

The third example, Public Relations Ideas for Classroom Teachers, is comprised of six short chapters (46 pages) which describe some of the basic considerations on the know-how for classroom public relations. The following outline is a reproduction of the table of contents and provides an overview of the basic components of this publication:

- Chapter 1. What Public Relations Is -- and Isn't
- Chapter 2. The Magic of September
 - An electric time
 - Best foot forward
 - Invite Parents Early
 - First impressions . . .
- Chapter 3. Reaching the Parents
 - Learning never ends
 - Providing tools that help
 - Newspaper, Junior Grade . . .
- Chapter 4. The Teacher and the PTA
 - The magnificent corps
 - Parents Study the Schools
 - Meeting that Clicked
 - Painless Problem Probing
 - PTA Idea Roundup
- Chapter 5. When Teacher Calls a Conference
 - Anxieties Anonymous
 - Briefing comes first
 - Five Keys to Good Conferences
 - More Conference Tips
 - Breaking the Ice . . .
- Chapter 6. The Personal Side of PR
 - The Tender Ego
 - An Honest Admission
 - People are Mirrors
 - Arguments and Loopholes
 - It's the Little Things
 - The Personal Touch

Review of Related Research

The following research reviews represent a limited number of studies that were completed that may have some implication for this study.

Thomas (1957) completed a study on the "Use and Effectiveness of Public Relations Practices in the Interpretation of Industrial Arts in Selected Scondary School in California".

The purpose of Thomas' study was "to ascertain the use and effectiveness of public relation practices by teachers who actively interpreted their industrial arts program as compared with teachers who did less interpretation in selected schools of California".

His significant findings and conclusions show that teachers who actively interpreted industrial arts were more likely to be active in school and professional activities. These teachers are more likely to receive extra pay and free periods for depeartmental duties, use practically all the identified public relations practices, and gave higher values of effectiveness for nearly all practices. Thomas reported that teachers generally believe that industrial arts teachers should be expected to publicize their programs and that their public relations programs should be expanded. The study indicated that teachers have a tendency to over-rate the effectiveness of their program. It was found that parents appeared to be satisfied with the industrial arts curriculum, were more aware of the vocational aspects of industrial arts, and indicated electricity as a course they would advise their children to take.

Porter (1962) did an appraisal of the industrial arts competitions that were sponsored by the Ford Motor Company from 1951 to 1960. The purpose of that study was to evaluate the results and the effectiveness of the Industrial Arts Awards Competition sponsored by the Ford Motor Company. Of the study by Porter, some of the significant findings were: approximately 4,000 entries were submitted each year; one-third

won awards; 2.6 percent of the winning schools produced 20 percent of the awards; and, winners came from schools with a mean enrolment of 1,892 and these schools offered over five different subject areas in industrial education. The survey indicated that the largest percentage of instructors favored a combination of local, state and national contests. Even though the competitions were well-publicized for 15 years, the result of the study showed that the competition reached only 15 percent of the nation's secondary schools. The study's results showed that there was little evidence of the competition distorting the industrial education program, or its learning experiences for participants or non-participants. Finally, the results indicated that successful participation in the contest seemed to help the morale of instructors, gave the program status, improved standards of performance, and provided favorable public relations.

Hall (1970) completed a research investigation on the "Effects of the Central Kentucky Student Craftsman's Fair on Industrial Arts in Kentucky as Perceived by Industrial Arts Teachers, Teacher Educators and Students." Some of the findings of the study showed that newspaper publicity for industrial arts in the industrial arts fair area was greater than in other areas of the state. The findings of the study indicated a direct relationship between the number of credits earned by the student and the number of awards won. The participating teachers and students disagreed concerning the extent and nature of time required for the competition preparation. These results indicated that the majority of college students were of the opinion that the industrial arts competitions contributed to student interest in industrial arts.

Public Relations in Industrial Education

A Summary of Views

This section provides a general summary of opinions on public relations as it relates to and affects industrial education.

Nichols (1969) wrote specifically on public relations in industrial arts and believes that from "the standpoint of equipment cost alone there is just cause for an increased effort to promote and clarify the public image of industrial arts (p. 19)". To determine what personnel within the educational hierarchies should be concerned with public relations, Nichols took the position that individual industrial arts teachers are the most qualified persons to direct a public relations activity. On this issue Nichols wrote the following:

it is logical to expect that the most significant results can and must be obtained through the individual efforts of industrial arts teachers. Indeed, the local teacher is the only person in the community substantially qualified to direct the public relations of an industrial arts program. He is the expert who thoroughly understands the objectives of the program, the people it is trying to serve, problems with which it is confronted and the tentative procedures of solution which can be utilized (p. 19).

One of the central ingredients with respect to public relations is the positive attitude of the teacher who will be involved. Ericson and Seefeld (1960) in their book, Teaching the Industrial Arts, isolated four reasons for the limited attention to public relations activities in industrial arts. According to these authors, the four reasons why teachers do not become involved in public relations are:

- (1) 'Teachers consider advertising unprofessional.' Many teachers feel that the services they render are cheapened if means for spreading the news of the work are used. Perhaps this indicates that certain teachers need their thinking clarified on some of the distinctions between selling and

informing. Providing constructive information to the public does not necessarily advocate high-pressure salesmanship which is overloaded with propaganda.

(2) 'Some have not thought of it.' Another class of teachers has simply never devoted any thought to the promotion of the program. They have traditionally been under the illusion that their sole responsibility was receiving and caring for those who came. Obviously these people need to become a little more attentive at their state and national conventions and examine more closely some of the professional publications which they receive.

(3) 'The work should speak for itself.' A common conviction held by other teachers is that their work is so important that the students should be breaking down the doors to get into the program. There is no question about the importance of a good industrial arts program as part of the general education curriculum; however, students must be informed about a program before they can fully realize the opportunities it provides.

(4) 'Some need no more students.' In certain industrial arts programs, the facilities are so overcrowded with students that the teacher intentionally avoids any publicity schemes which might entice additional students into the program. If this situation exists, it provides substantial reasoning for increasing public relations efforts toward the students, administration and community. The program should be publicized to the students because it provides something they want and is fulfilling some of their needs. It needs to be brought to the attention of the administration and community with the intention of justifying appropriations for new or additional facilities (pp. 139-140).

The single, most important feature which has been in the forefront as a publicity gathering device for industrial education teachers and students has been the 'project' or 'product'. Nichols (1969) challenges the use of the project as an effective public relations vehicle because viewing audiences do not always possess the expertise to analyze a project for the skills and learning achieved by the student. The author elaborated on this point in the following quotation:

To much of the lay public, the project conceivably plays the role of mascot for industrial arts. No doubt the mental concept which many of these people hold of industrial arts is extremely dependent upon the last project they built, observed on exhibit, or added to their household.

Although the potential of the project may be unlimited as an effective vehicle for learning, its value as a good public

relations medium can frequently be questioned. This does not mean to imply that all projects should be barred from exhibition before the public. On the contrary, it means that the local teacher should exert just as much, if not more, effort into communicating the purpose of the project as he expends on displaying the project itself. When industrial arts projects are put on exhibit, too many teachers fail to realize that the general public is incapable of depicting, through observation alone, the knowledge and skills which have been learned by the students (p. 19)...

To a great extent public relations must be a conscious process that is integrated into the day-to-day activities of a teacher. Nichols (1969) reinforced this position when he stated:

1. each must be a conscious process.
2. they both depend on the efforts of people.

As previously mentioned, the foundation for an overall public relations program in industrial arts must be laid by the local teacher. Once such a program has been established, then its successful maintenance will also depend on the individual efforts of the teacher to communicate to the public the purpose, nature and scope of the local program (p. 20).

Nichols continues to focus on teachers and their responsibility to provide "high quality" instruction, as a basis for a good public relations program. This unquestionable form of public relations linked with varied, quality products, adequately explained program objectives, enthusiasm of the teacher and student, and open communications with the community will inevitably result in positive support for the program and the teacher.

Chapter 3

PRESENTATION OF FINDINGS:

PHASE VII OF THE STUDY

The previous chapter presented a review of the literature and completed research studies that were related to this investigation. This chapter presents the data that were collected in Phase VIII of the study which was an "evaluation of the handbook" by those who participated in the study. The "needs assessment survey", which was administered during Phase II of the study to provide direction for this study, was discussed in the first chapter.

Chapter Organization. This chapter is organized so that data collected in Phase VIII are presented in tabular form. Along with the tabulated data is an analysis of that data, as well as pertinent comments that were made by participants to that portion of the instrument that asked for participants' comments. The chapter concludes with a summary of the results of the handbook evaluation made by those who were involved in the study.

Sample Returns. Table 1 presents data which shows the number of handbook evaluation questionnaires that were returned by those who participated in the study.

These data indicate that 20 industrial education teachers who made up the research population, 100 percent completed and returned the research instrument.

Table 1
Questionnaire Returns From Industrial Education
Teaching Personnel Involved in the Study

Study Phase	Number of Participants	Participants Returned	Percentage of Return
VIII	20	20	100

The Handbook Evaluation Questionnaire

It will be recalled, that the handbook evaluation questionnaire consisted of two parts. Part A was used to collect professional and background information on those who were involved in Phase VIII of the study. Part B of this data collection instrument was the principal part of the instrument to evaluate the handbook and consisted of 35 questions that were grouped into the following nine categories: need, congruence - need with intent, congruence - suitability with need, contents, physical design, errors, bias, vision check, and market survey.

Appendix C, page 327, contains a copy of the handbook evaluation questionnaire.

The following system is used in the numbering of tables throughout this chapter. Each table is numbered sequentially throughout the report. Following each table number in parenthesis is an alpha-numeric number. For example, Table 3(A5), the "A" refers to Part A of the research instrument, and "5" refers to a question number five from that part of the handbook evaluation questionnaire. A limited number of tables will combine data that were obtained from more than one question.

For example, one such table is identified as Table 2(A3 and A4).

Part A: Professional and Personal Data

As mentioned earlier Part A of the research instrument was used to secure professional and personal background information on those who were involved in the study to determine where participants taught and the major teaching assignment of these individuals.

Questions A3 and A4 on the research instrument were worded as follows:

3. Which one of the following best describes your present teaching position?
 - (a) Junior High (grades 7-9) _____
 - (b) Senior High (grades 10-12) _____
 - (c) Other (specify) _____
4. (a) Which one of the following best describes your major teaching assignment?
 - (1) Industrial Arts - junior high _____
 - (2) Industrial Arts - senior high _____
 - (3) Business Education _____
 - (4) Vocational Education _____
 - (5) Other (specify) _____

Table 2(A3 and A4) illustrate data that were collected with these two questions. These data show both the level at which participants taught in the schools where they practised and their major teaching assignment in that environment.

Eleven of the 20 industrial education teachers involved in the study taught industrial arts at either the junior high or senior high school level. Five of these 11 industrial arts participants taught at the junior high level; 3 at the senior high school level; and 3 were listed in the "other" category which was identified as a combined junior-senior high school. There were no vocational education business education teachers who participated in the study. Eight

Table 2(A3 and A4)
Teaching Level and Teaching Assignment
of Participants

Teaching Assignment	Teaching Level			Totals
	Junior High	Senior High	Other ^(a)	
Industrial Arts Junior High	5	-	3	8
Industrial Arts Senior High	-	3	-	3
Business Education	-	-	-	-
Vocational Education	-	8	1	9
Other ^(a)	-	-	-	-
Totals	5	11	4	20

(a) "Other" refers to teaching assignments which do not fall into the designated categories. Two examples would be combined junior/senior high classes or special education classes.

vocational education teachers involved in the research taught at the senior high level while one remaining vocational education teacher taught a special education class of both junior high and senior high school students. Because the trade specialization of vocational education teachers was not considered of importance for this study, these participants were not asked to identify their trade specialty.

To determine the educational qualifications of the participants question A5 was included in the instrument. Question A5 asked:

5. Do you presently hold a Bachelor of Education degree in:
- (a) Industrial Arts yes _____ no _____
- (b) Vocational Education yes _____ no _____

Data in Table 3(A5) indicate that all of the 20 participants in the study held a Bachelor of Education degree in either industrial arts or vocational education.

Table 3(A5)

Type of Baccalaureate Obtained by
Participants

Type of Baccalaureate	Participant Category		Totals
	Industrial Arts	Vocational Education	
B.Ed. in Industrial Arts	5	1	6
B.Ed. in Vocational Education	4	8	12
B.Ed. - Non Industrial Education	2	-	2
No Degree	-	-	0
Totals	11	0	20

Eleven participants in the industrial arts teacher category held some type of a Bachelor of Education Degree (B.Ed.) with either a specialization in industrial arts or in vocation education. Of these 11 teachers, 5 held a B.Ed. in industrial arts education, 4 a B.Ed. in vocational education, with the remaining two participants in this

category having B.Ed. degrees in other areas of specialization. Of the 9 participants in the vocational education category, 8 held a B.Ed. degree in vocational education; one individual in this category held a B.Ed. degree in industrial arts.

Question 6 in Part A of the instrument asked participants to indicate the percentage of class time they spend teaching either industrial arts or vocational education. This question had the following wording:

6. Do you spend more than half of your teaching time in industrial education? yes _____, no _____

Table 4(A6)

Percentage of Teaching Time Participants
Spent in Teaching Industrial Education Courses

Percentage of Teaching Time in Industrial Education Courses	Number of Participants		Total
	Industrial Arts	Vocational Education	
Less than half time	-	1	1
More than half time	11	8	19
Total			20

Data in Table 4(A6) indicate that of the 20 participants, only one spent less than half time teaching industrial education (either courses in industrial arts or vocational education).

There were three questions on the research instrument that were

written to identify the involvement of participants with the professional activities of the Industrial Education Council, a specialist council of The Alberta Teachers' Association. These were questions A7, 8 and 9:

7. Have you ever served as a member of the instructional materials committee for the Industrial Education Specialist Council of The Alberta Teachers' Association?
yes _____ no _____
8. Are you presently a member of the Industrial Education Specialist Council? yes _____ no _____
9. Have you served in an executive capacity with a specialist council? yes _____ no _____

Table 5(A7, 8 and A9)

Professional Development Activities
of Participants

Professional Development Activity	Number of Participants Involved		Total Participation
	Industrial Arts	Vocational Education	
Instructional Materials Committee	1	-	1
Member of Industrial Education Council	3	2	5
Served on Executive of Specialist Council	1	-	1
Total	5	2	7

Data in Table 5(A7, 8 and 9) illustrate the involvement of participants in professional development activities. Data in this table indicate that of 20 participants only 5 belonged to the Industrial Education Council, a specialist council of The Alberta Teachers' Association. Only one of these 20 participants served on the Instructional Materials Committee of this Council, which is a committee that reviews and approves the design and development of instructional materials for industrial arts. Three of the 20 participants served the Industrial Education Council in some type of executive capacity prior to or during the time of the study.

The last question in Part A of the research instrument was included to determine the teaching experience of the participants. The question was worded as follows:

10. How many years of experience do you have as a teacher?
 - (a) Total years
 - (b) In Industrial Education years

Data collected with this question are shown in Table 6(A10) and illustrate the total number of years of teacher experience compared to the total number of years of teaching experience in industrial education only. These data indicate that the total years of industrial education teaching experience for those involved in the study varied from one to more than 20 years. In the minimum teaching experience level, 3 participants indicated that they had from 1 to 4 years of teaching experience, and that the experience was in teaching industrial education only. One participant, who had between 5-8 years of experience as a teacher; however, had taught industrial education between

Table 6(A10)

Years of Industrial Education Teaching Experience
Compared to Total Teaching Experience

Years of Industrial Education Experience	Total Years of Teaching Experience						Total Respondents
	1-4	5-8	9-12	13-16	17-20	21 or more	
1-4	3	1	-	-	-	-	4
5-8	-	2	1	-	-	-	3
9-12	-	-	4	1	-	-	5
13-16	-	-	-	6	-	-	6
17-20	-	-	-	-	-	1	1
21 or more	-	-	-	-	-	1	1
Total	3	3	5	7	-	2	20

1-4 years. Only one participant taught more than 21 years in industrial education. This individual's industrial education teaching experience was in industrial arts for the reason that vocational education, as it is known today, did not come into existence until the decade of the 60's.

Data in this table illustrate a wide distribution of teaching experience for those industrial education teachers who were selected to be involved in the study. It may be noted from these data that 4 participants had fewer years of experience in industrial education when compared with their total number of years of teaching experience. The latter was due to the fact that the teaching experience of these

teachers was in other than industrial education subject areas.

Part B: Handbook Evaluation

This section of the chapter is organized into nine subsections so that each subsection represents a category of questions from Part B of the research instrument.

Tables in this portion of the report will follow both the numbering sequence and the analysis of tabular data that was used in the previous section. The only difference is that the letter "B" will be used to refer to Part B of the research instrument. For instance, Table 8(B2.1) will include data from Part B, question category 2, question 1 from that category.

Question Category 1

The Need for a Public Relations Handbook

The first question of Part B was included on the research instrument to determine if in the opinion of the participants there was a need for information on public relations for industrial education teachers. To help the participants form an opinion on such a need, five choices were given for participants to select from. Specifically, question B1.1 asked:

- 1.1 In your opinion how great is the need for information on public relations ideas in industrial education?
- (a) _____ very much needed
 - (b) _____ much needed
 - (c) _____ some need
 - (d) _____ little need
 - (e) _____ no need at all

The data in Table 7(B1.1) illustrate that 75 percent of the participants, or 15/20, indicated by their response that there was a

Table 7(B1.1)

Reaction of 20 Participants to the Need
for Information on Public Relations for
Industrial Education Teachers

Degree of Need for Information	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very much	3	27	2	22	5	25
(b) Much	5	45	5	56	10	50
(c) Some	3	27	2	22	5	25
(d) Little	-	-	-	-	-	-
(e) None	-	-	-	-	-	-

need for information on the public relations ideas for industrial education teachers. Five of those participants indicated that such information was "very much needed" and 10 indicated that it was "much needed". The remaining 25 percent of the participants were of the opinion that "some need" existed for information on public relations ideas in industrial education.

Question Category 2:

Congruence - Need with Intent

The next set of questions were designed to determine the extent to which the intent of the handbook met the needs of industrial education teachers. Question B2.1 requested participants to rate the extent to which they found information in the handbook useful to them.

This question was worded as follows:

2.1 After reading the handbook I find the information:

- (a) _____ very helpful
- (b) _____ moderately helpful
- (c) _____ helpful
- (d) _____ little help
- (e) _____ no help

Table 8(B2.1)

Participant Rating of the Handbook
Information Helpfulness

Rating of Information	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very helpful	4	36	3	27	7	35
(b) Moderately helpful	5	45	3	27	8	40
(c) Helpful	1	9	3	27	4	20
(d) Little help	1	9	-	-	1	5
(e) No help	-	-	-	-	-	-

Data in Table 8(B2.1) indicate that 75 percent (15/20) of the participants were of the opinion that after reading the handbook, the information it contained would be either: "moderately helpful" (8) or "very helpful" (7). Twenty percent, or 4 of those involved in the study were of the opinion that the information in the handbook would be "helpful" to them. One participant indicated the information would be of "little help".

To determine the usefulness of the public relations handbook for other teaching personnel, a question was included to secure this type of information. This question, B2.2, asked those involved in the study:

2.2 Please rate the usefulness of this handbook to the following educational personnel:

	very useful	useful	some use	little use	no use
(a) Experienced I.E. teachers	_____	_____	_____	_____	_____
(b) New I.E. teachers	_____	_____	_____	_____	_____
(c) I.E. teachers in training	_____	_____	_____	_____	_____
(d) Non-industrial education teachers	_____	_____	_____	_____	_____
(e) School administrators	_____	_____	_____	_____	_____
(f) University I.E. Professors	_____	_____	_____	_____	_____

Data collected with this question make up Table 9(B2.2). These data show that participants felt that the handbook would be "very useful" for the following educational personnel: industrial education teachers just entering the teaching profession and those preservice teachers who were in teacher preparation at university. Some participants were of the opinion that the handbook would be "useful" for experienced industrial education teachers (13), university professors (9), and school administrators (7) and non-industrial education teachers (7) in that rank order.

It would appear from these data that the participants were of the opinion that the greatest use for the handbook would be with industrial education teachers and not with other teaching professionals.

Table 9(B2.2)
Usefulness of the Handbook for
Educational Personnel

Educational Group	Rating of Participants					
	Level of Usefulness					
	very useful	use- ful	some use	little use	no use	no reply
(a) Experienced I.E. teachers	-	13	5	2	-	-
(b) New I.E. teachers	15	4	1	-	-	-
(c) I.E. teachers in training	13	4	2	-	-	1
(d) Non-I.E. teachers	3	7	7	1	1	1
(e) School administrators	5	7	6	1	1	-
(f) University professors	3	9	4	1	1	2

Question Category 3:

Congruence - Suitability with Need

The third category of questions relating to the evaluation of the handbook centered on determining the suitability of the handbook to the perceived needs of the participants.

Question B3.1 was designed to determine, in the opinion of the participants, how well the handbook achieved its stated purpose. This question was worded as follows:

3.1 At the beginning of the handbook the author states the purpose of the text (i.e. an ideas guide to public relations). This stated purpose is:

- (a) _____ achieved very well
- (b) _____ achieved well
- (c) _____ achieved somewhat
- (d) _____ poorly achieved
- (e) _____ not achieved at all

Table 10(B3.1)

Reaction of Participants to the Purpose
Statement of the Handbook

Reaction to the purpose statement	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Achieved very well	2	18	2	22	4	20
(b) Achieved well	8	73	5	56	13	65
(c) Achieved somewhat	-	-	2	22	2	10
(d) Poorly achieved	1	9	-	-	1	5
(e) Not achieved at all	-	-	-	-	-	-

As illustrated in Table 10(B3.1), 85 percent (17/20) of the participants indicated, in their opinion, that the purpose of the handbook, as stated by the writer, was either "well achieved" (13) or "very well achieved" (4). The remaining 3 participants, which represented 15 percent of those involved in the research were of the opinion that

the statement of purpose for the handbook was "somewhat achieved" or "poorly achieved".

The second question in the suitability with need congruence category dealt with the degree to which the handbook was relevant to industrial education specialty areas. Specifically, the question asked:

3.2 This handbook is relevant to:

- (a) _____ all industrial education specialty* areas
- (b) _____ most industrial education specialty areas
- (c) _____ some industrial education specialty areas
- (d) _____ few industrial education specialty areas
- (e) _____ no industrial education specialty areas

*Note: "specialty areas" refers to subject areas such as vocational education, industrial arts education, or business education. Each may be considered a specialty area within industrial education.

Data illustrated in Table 11(B3.2) show that the majority of participants, 85 percent (17/20), were of the opinion that the handbook would be relevant to most of the areas of specialization that came under the umbrella term of industrial education. Only 3 of the 20 participants, 15 percent, indicated by their responses that the handbook would have "some" relevance to programs of studies that are classified as industrial education.

The third and final question relating to questions in the congruence - suitability with need category focused on how applicable the handbook was to the participant's specialty area in industrial education. This statement was:

3.3 Please rate how applicable this handbook is to your specialty area of industrial education:

- (a) _____ very applicable
- (b) _____ applicable
- (c) _____ some application
- (d) _____ little application
- (e) _____ very little application

Table 11(B3.2)
 Relevance of the Handbook to Specialty
 Areas of Industrial Education

Specialty Area	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) All industrial education specialty areas (a)	5	45	4	44	9	45
(b) Most industrial education specialty areas	4	36	4	44	8	40
(c) Some industrial education specialty areas	2	18	1	11	3	15
(d) Few industrial education specialty areas	-	-	-	-	-	-
(e) No industrial education specialty areas	-	-	-	-	-	-

(a) "Specialty areas" refers to subject area such as vocational education, industrial arts education, or business education. Each may be considered a specialty area within industrial education.

Table 12(B3.3)
Rating of Handbook Applicability for
Participants' Specialty Areas in Industrial Education

Appli- ability Rating	Number and Percentage of Participants					
	Industrial arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very applicable	4	36	1	11	5	25
(b) Applicable	5	45	5	56	10	50
(c) Some application	2	18	1	11	3	15
(d) Little application	-	-	2	22	2	10
(e) Very little application	-	-	-	-	-	-

Data in Table 12(B3.3) show that 75 percent (15/20) of the participants rated the handbook as being either "applicable" or "very applicable" to their area of specialization in industrial education. The remaining 25 percent (5/20) rated the handbook as having "some application" or "little application" to their specialization.

Question Category 4:

Contents

Question category four of the handbook evaluation instrument was comprised of 10 questions (4.1-4.10) and centered on the evaluation of the contents of the handbook.

The purpose of the first question (4.1) was to assess, in the opinion of the participants, the adequacy of topics presented in the handbook. This question read as follows:

4.1 A number of different topics have been presented in this handbook. How adequately have these topics been covered?

- (a) _____ very adequately covered
- (b) _____ adequately covered
- (c) _____ somewhat adequately covered
- (d) _____ inadequately covered
- (e) _____ very inadequately covered

Table 13(B4.1)

Participant Reaction to Adequacy
of Topics Presented

Topic Rating	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very adequately covered	1	9	-	-	1	5
(b) Adequately covered	7	64	9	100	16	80
(c) Somewhat adequately covered	2	18	-	-	2	10
(d) Inadequately covered	1	9	-	-	1	5
(e) Very inadequately covered	-	-	-	-	-	-

Data in Table 13(B4.1) show that 85 percent (17/20) of the participants were of the opinion that the different topics that make up the contents of the handbook were either "adequately" or "very adequately" covered. Only 3 participants, 15 percent, were of the opinion that the handbook topics were "somewhat" or "inadequately" covered.

To determine the opinions that participants had toward the sequencing of content of the handbook, question 4.2 was written. To assist the researcher in collecting this information, this question had the following wording:

4.2 In your opinion the contents sequence of the handbook is:

- (a) _____ very well organized
- (b) _____ well organized
- (c) _____ adequately organized
- (d) _____ not organized well
- (e) _____ poorly organized

Please explain how the contents may be arranged if improvement is needed.

Table 14(B4.2) illustrates data which show that 80 percent (16/20) of the participants had the opinion that the contents of the handbook were either "well organized" or "very well organized" The remaining 4 participants, 20 percent, were of the opinion that contents of the handbook were "adequately organized" as far as sequence was concerned.

Question 4.2 had the additional provision which enabled participants to write an explanation to explain how the contents of the handbook might be rearranged to improve it. The following verbatim comments were made by those who completed this part of the instrument:

- Chapter 4 and Chapter 8 could be integrated into one chapter.

Table 14(B4.2)
Participant Rating of the
Handbook Content Sequence

Rating of Handbook Content Sequence	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very well organized	3	27	5	56	8	40
(b) Well organized	6	55	2	22	8	40
(c) Adequately organized	2	18	2	22	4	20
(d) Not organized well	-	-	-	-	-	-
(e) Poorly organized	-	-	-	-	-	-

- The preamble is rather lengthy.
- Chapter 8 could come earlier in the book.
- The book is too academic.

In order that an opinion be obtained on how easy it was for participants to follow the sequence of information in the handbook, the following question was asked:

4.3 Is the sequence of information in the handbook:

- (a) _____ very easy to follow
- (b) _____ moderately easy to follow
- (c) _____ difficult to follow
- (d) _____ very difficult to follow
- (e) _____ virtually impossible to follow

Table 15(B4.3)
Rating by Participants of Handbook
Information Sequence

Rating of Information Sequence	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very easy to follow	7	64	5	56	12	60
(b) Moderately easy to follow	4	36	4	44	8	40
(c) Difficult to follow	-	-	-	-	-	-
(d) Very difficult to follow	-	-	-	-	-	-
(e) Virtually impossible to follow	-	-	-	-	-	-

Data in Table 15(B4.3) show that 60 percent, or 12/20, of those who were involved in the study were of the opinion that the sequencing of information in the handbook was "very easy to follow". The remaining 40 percent (8/20) of the participants felt that the information in the handbook was "moderately easy to follow".

In order to determine the timeliness of the topics and information that were presented in the handbook, question 4.4 was included on the research instrument. This question was stated as follows:

4.4 How up-to-date are the topics and information presented in the handbook?

- (a) _____ very much up-to-date
 (b) _____ up-to-date
 (c) _____ somewhat up-to-date
 (d) _____ slightly out-of-date
 (e) _____ very much out-of-date

If you have checked (c), (d), or (e) in 4.4, please identify where the information in the handbook may be updated.

Participants were given the opportunity to identify those portions of the handbook that might be updated by writing the information in on the instrument.

Table 16(B4.4)
 Participant Rating of the Timeliness
 of Topics in the Handbook

Timeliness Rating	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very much up-to-date	3	27	-	-	3	15
(b) Up-to-date	7	64	7	78	14	70
(c) Somewhat up-to-date	-	-	1	11	1	5
(d) Slightly out-of-date	-	-	-	-	-	-
(e) Very much out-of-date	-	-	-	-	-	-
No response	1	9	1	11	2	10

Concerning the timeliness of topics in the handbook, data in Table 16(B4.4), show that the 20 industrial education teachers who were involved in the study, 17/20, or 85 percent were of the opinion that the topics and information that comprised the content of the handbook were either "up-to-date" (14) or "very much up-to-date" (3). One industrial education teacher felt that the topics and information in the handbook were "somewhat up-to-date". The remaining 10 percent (2/20) of the research population did not respond to this question. It was assumed that these individuals did not have any opinion on this particular question.

One participant added a written comment to this question which was: "More stress on overcrowded labs in terms of safety and emotional stress on teachers." Although the participant added this comment, it was the opinion of the researcher that it had no relevance to the study.

Question 4.5 of Part B of the research instrument was included to determine whether or not the subject matter that was presented in the handbook was of an appropriate level and depth for industrial education personnel. This question had the following wording:

- 4.5 The handbook presents subject matter of appropriate level and depth for industrial education personnel.
- (a) _____ yes
 - (b) _____ somewhat
 - (c) _____ no

The responses to this question made up data found in Table 17(B4.5). These data show that 80 percent (16/20) of the participants responded affirmatively. By their "yes" response participants indicated that the level and depth of the subject matter of the handbook was appropriate for industrial education personnel. Another 3 participants,

8

Table 17(B4.5)
Appropriateness of Handbook Subject Matter
for Industrial Education Personnel

Rating Level	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Yes	9	82	7	78	16	80
(b) Somewhat	1	9	2	22	3	15
(c) No	1	9	-	-	1	5

or 15 percent, indicated that the level and depth of the handbook content was "somewhat" appropriate for industrial arts and vocational education teachers. One participant responded "no" to the question.

One aspect of concern in the handbook evaluation was that of subject matter clarity and accuracy. Question 4.6 approached this concern in the following manner:

4.6 How clearly and accurately does the handbook present the subject matter?

- (a) _____ very clear and accurate
- (b) _____ clear and accurate
- (c) _____ somewhat clear and accurate
- (d) _____ somewhat unclear and inaccurate
- (e) _____ very unclear and inaccurate

Data in Table 18(B4.6) illustrate that 90 percent (18/20) of the participants were of the opinion that the subject matter contained in the handbook was "clear and accurate" or "very clear and accurate". The remaining 10 percent (2/20) of the participants indicated that the

Table 18(B4.6)
Participant Rating of Clarity and Accuracy
of Handbook Subject Matter

Rating of Subject Matter	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very clear and accurate	2	18	2	22	4	20
(b) Clear and accurate	8	73	6	67	14	70
(c) Somewhat clear and accurate	1	9	1	11	2	10
(d) Somewhat unclear and inaccurate	-	-	-	-	-	-
(e) Very unclear and inaccu- rate	-	-	-	-	-	-

subject matter of the handbook was "somewhat clear and accurate".

The public relations handbook was designed in such a manner as to allow for flexibility in its application. To assess the extent to which this was achieved by the handbook the following question was asked:

4.7 The handbook allows flexibility and provides for individual differences in its application.

- (a) _____ very flexible
- (b) _____ flexible
- (c) _____ somewhat flexible
- (d) _____ little flexibility
- (e) _____ no flexibility

Table 19(B4.7)
Participant Rating of
Handbook Flexibility

Flexibility Rating	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very flexible	3	27	3	33	6	30
(b) Flexible	5	45	4	44	9	45
(c) Somewhat flexible	2	18	2	22	4	20
(d) Little flexibility	-	-	-	-	-	-
(e) No flexibility	-	-	-	-	-	-
No opinion	1	9			1	5

Data in Table 19(B4.7) indicate that according to participants, the flexibility of the handbook was considered to be either "flexible" or "very flexible" by 75 percent (15/20) of those involved in the research. Another 20 percent (4/20) indicated the handbook to be "somewhat flexible". The remaining 5 percent (1/20) of those involved in the study did not respond to this question. It was assumed that this individual had no opinion on the question of the handbook's flexibility.

Question B4.8 deviates from the other questions that were used in the format of the instrument. These questions required the

participants to respond to either a five-point Likert response or a simple yes/no response. Question B4.8 differed in that it requested participants identify either changes or modifications that should be made in the final copy of the public relations handbook. To secure this type of information, question B4.8 had the following wording:

4.8 Please indicate what changes or modifications in the handbook you would recommend:

- (a) additions recommended
- (b) deletions recommended
- (c) other changes recommended

The following is a summary of pertinent verbatim responses that were made by the participants. Their responses are placed in the following categories: additions recommended; deletions recommended; and other change recommendations:

(a) additions recommended:

- Beef-up Chapter 5, with examples of discipline techniques.
- Lacks examples of techniques.
- I felt you were preaching at times, too much theory.

(b) deletions recommended:

- Say what has to be said in shorter space. Devote more for examples.
- Less stress on the authors and the original committee members (School Community Relations Project).
- I can't see the need for all the product sheets in Appendix C. Two or three would be enough.

(c) other change recommendations:

- Chapter 3 seems lengthy.
- Print both the front and back of the pages.
- More stress on external public.
- An excellent idea (P.R. Handbook) for industrial arts - leave as is.

- What you have said can be simplified and presented almost all by examples and diagrams (e.g. 3.11a).
- The title is P.R. Ideas and I guess I was expecting more ideas.
- I question the necessity of Chapter 10 as all industrial arts teachers I know are familiar with these organizations (professional organizations).
- Use identifying tabs for each chapter for added convenience.

Question 4.9 requested participants to rate the readability of the handbook under the following broad headings: understandability; clarity; and ease with which information in the handbook could be followed:

4.9 Please rate the readability of the handbook as to the following categories:

very high → very low

(a) understandable ...	_____	_____	_____	_____	_____
(b) clarity	_____	_____	_____	_____	_____
(c) information easy to follow	_____	_____	_____	_____	_____

Data in Table 20(B4.9) illustrate that on a rating scale of 1-5 (with "1" being very low and "5" very high) 95 percent (19/20) of the participants rated the readability of the handbook as either 5 or 4 when rating "understandability" and "clarity". Similarly, when rating the readability of the handbook, 90 percent (18/20) of the participants rated the information in the handbook as either 5 or 4 as easy to follow. Concerning the clarity of the information in the handbook, one participant (5 percent) rated "clarity" as very low.

The final question, 4.10, in the category of questions directed at the content of the handbook, also deviated from the basic type of questions that were used in other categories of the research instrument. For this question participants were asked to indicate a rank order for

Table 20(B4.9)
Participant Rating of Handbook

Readability

Rating Statement	Participant Rating				
	Very high			Very low	
	5	4	3	2	1
(a) Understandable	10 (50%)	9 (45%)	1 (5%)	-	
(b) Clarity	10 (50%)	9 (45%)	-	-	1 (5%)
(c) Information easy to follow	9 (45%)	9 (45%)	2 (10%)	-	-

the components they would like to see in the final copy of the handbook.

To secure this information question 4.10 was stated in the following manner:

4.10 As an evaluator of the P.R. Ideas Handbook please rank order the following components you would like to see in the final copy:

- (a) _____ line drawings
- (b) _____ cartoon characters
- (c) _____ photographs
- (d) _____ others. Please specify.

The typewritten copy of the public relations handbook that was placed in the hands of the participants consisted of 135 pages of double spaced typed material. Also included were 18 cartoon characters that were taken from the Clipper Catalog; 9 borders of which some were taken from this catalog; and 10 box/flow diagrams that were developed by the author/researcher. There were no photographs included in the handbook that was given to those involved in the study.

Table 21(B4.10)
Participant Rank Order of
Preferred Handbook Components

Handbook Components	Participants	
	Industrial Arts	Vocational Education
Line drawings	3	3
Cartoon characters	2	1
Photographs	1	2
Others	4	4
	Rankings (a)	

(a) Rankings: All rankings represent the averaged responses from participants. The ranking of "1" is a high priority through to "4" being the lowest.

The responses of participants for ranking the components that they would like to see in the final copy of the public relations handbook were averaged to produce an "averaged ranking" which is shown in Table 21(B4.10). Data illustrated in this table show that industrial arts participants would like to see photographs (1), cartoon characters (2), line drawings (3), and others (4) in the final copy of the public relations ideas handbook. Vocational education participants would like to see the following components (in rank order) included in the final copy of the handbook: cartoon characters (1), photographs (2), line drawings (3), and others (4).

It should be noted that the "others" category was included to provide participants the opportunity to identify other illustration techniques that could be incorporated into the final copy of the

handbook. Although this category was added to the research instrument, none of the participants completed "other" portion of the research instrument. Only one participant included a written comment which was: "Simplify material. Use more examples."

Question Category 5:

Physical Design

Six questions make-up the fifth category of questions which were concerned with evaluating the physical design of the handbook. Question 5.1 centered on the length of the handbook and was worded as follows:

5.1 The length of the handbook is:

- (a) _____ very acceptable
- (b) _____ acceptable
- (c) _____ too long
- (d) _____ too short

Table 22(B5.1)

Participant Rating of
Handbook Length

Rating of Handbook Length	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very acceptable	2	18	3	33	5	25
(b) Acceptable	5	45	5	56	10	50
(c) Too long	4	36	1	11	5	25
(d) Too short	-	-	-	-	-	-

Data in Table 22(B5.1) indicate that according to 75 percent (15/20) participants, the length of the handbook was either "acceptable" or "very acceptable". The length of the handbook was considered to be "too long" by the remaining 25 percent (5/20) of those involved in the study.

For the review of the handbook, each participant received a 135-page cerlox bound copy of the public relations handbook. To determine the preference that participants had for the type of binding used on the final copy of the handbook, the following question was included on the research instrument:

- 5.2 Please indicate your preference for the type of binding to be used for the handbook:
- (a) _____ cerlox (as used on this proof copy)
 - (b) _____ textbook type binding
 - (c) _____ pocketbook type binding
 - (d) _____ 3-ring binder type
 - (e) _____ other. Please specify.

Of the four common methods used to bind printed matter, Table 23(B5.2) shows that the cerlox style of binding was preferred by 70 percent (14/20) of the participants; 10 percent (2/20) indicated a preference for textbook binding; and an equal number of participants showed that they preferred that the content be bound in a three-ring binder. The remaining 5 percent (1/20) of the participants indicated that they preferred that a "wire cerlox" binding be used to bind the final copy of the handbook. One participant wrote the following comment on the research questionnaire: "Use larger cerlox binding."

The information presented in the public relations handbook was via the printed medium. To determine if this information could be

Table 23(B5.2)
Participant Preference for
Handbook Binding

Binding	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Cerlox	8	73	6	67	14	70
(b) Textbook	1	9	1	11	2	10
(c) Pocketbook type	-	-	1	11	1	5
(d) 3-ring binder	1	9	1	11	2	10
(e) Other	1	9	-	-	1	5

presented through other communication/media forms, question 5.3 asked the following:

5.3 The author has presented information on public relations in the form of a handbook. Could this information have been presented in a superior manner other than as a handbook?

- (a) _____ yes
(b) _____ no
(c) _____ no opinion

If (a) has been checked please identify the other means or medium by which the information may be better presented.

Data in Table 24(B5.3) illustrate that a total of 65 percent (13/20) of those involved in the study indicated "no"; the content of the handbook could not have been presented using another medium or communication form. One participant (5 percent) was of the opinion that

Table 24(B5.3)
Participant Opinion on Methods of
Presenting Handbook Information

Opinion Response	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Yes	-	-	1	11	1	5
(b) No	7	64	6	67	13	65
(c) No opinion	4	36	2	22	6	30

the information in the handbook could have been presented on magnetic tape.

The remaining 30 percent (6/20) of the participants had "no opinion" when asked to identify media or communication form that might be used to present the content of the handbook. One participant made a tangential comment to this question which was: "Tape seminar sessions at conventions."

The research copy of the public relations handbook was type-written using an I.B.M. Selectric typewriter, with a 12-pitch, "Adjutant" element. To obtain the opinion of participants on the type style and size used, the following question was included on the research instrument:

5.4 Please rate the following:

- (a) Type style used:
 - (i) _____ acceptable
 - (ii) _____ could be improved
 - (iii) _____ not acceptable

If (ii) or (iii) has been checked, please state an alternate type style that may be used.

(b) Type size used:

- (i) _____ acceptable
 (ii) _____ could be improved)
 (iii) _____ not acceptable

If (ii) or (iii) has been checked, please state an alternate type size that may be used.

Table 25(B5.4)

Participant Rating of Handbook

Type Style and Size

Rating for Type Style and Size	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(i) Acceptable						
(a)	10	91	9	100	19	95
(b)	10	91	9	100	19	95
(ii) Could be improved						
(a)	-	-	-	-	-	-
(b)	-	-	-	-	-	-
(iii) Not acceptable						
(a)	1	9	-	-	1	5
(b)	1	9	-	-	1	5
(a) Type style						
(b) Type size						

As indicated in Table 25(B5.4), the majority of participants, 95 percent (19/20), denoted that the type style and type size selected for typing the research copy of the handbook was acceptable. The

remaining participant (5 percent) indicated that the type style and type size was "not acceptable". Although this participant indicated the type selected for the handbook was "not acceptable" an alternative type style and size was not identified.

The physical dimensions of the handbook were given serious consideration. The size finally chosen for the handbook was 14.5 cm x 21.5 cm. Question 5.5 addressed itself specifically to the question of the size of the handbook. This question was stated as follows:

5.5 The size of the handbook is approximately 14.5 cm by 21.5 cm (5.5 x 8.5 inches). This format is:

- (a) _____ acceptable
- (b) _____ may be improved
- (c) _____ not acceptable

If (b) or (c) is checked please indicate an alternative size.

Table 26(B5.5)

Participant Rating of Handbook Size

Rating of Handbook Size	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Acceptable	11	100	9	100	20	100
(b) May be improved	-	-	-	-	-	-
(c) Not acceptable	-	-	-	-	-	-

Data in Table 26(B5.5) reveal that 100 percent (20/20) of the participants found the size selected for the handbook "acceptable" to

them. Only one participant provided a written comment to this question which was: "very good".

The last aspect to be considered in the "physical design" category of questions in Part B of the handbook evaluation instrument was that of the typesetting process to be used for the final copy of the public relations handbook. To identify the typesetting process to be used for the final copy of the handbook, question 5.6 asked:

5.6 Which of the following type set processes would you prefer to see used for the final copy of the P.R. Ideas Handbook?

- (a) _____ IBM Selectric typewriter
- (b) _____ Electric typewriter
- (c) _____ Photo type set
- (d) _____ Other. Please specify.

Table 27(B5.6)

Typesetting Process for Final Copy

Preferred by Participants

Typesetting Processes for Final Copy	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) IBM Selectric typewriter	5	45	2	22	7	35
(b) Electric typewriter	1	9	-	-	1	5
(c) Photo type set	1	9	1	11	2	10
(d) Other	-	-	-	-	-	-
No opinion	4	36	6	67	10	50

Data from Table 27(B5.6) show that 50 percent (10/20) of those involved in the study had "no opinion" as to the choice of typesetting process that could be used for the final copy of the handbook. It is possible that this high percentage was indicated because the participants had limited experience in either graphic arts design or in graphic arts layout. Nevertheless, 7 participants indicated that they preferred the I.B.M. Selectric typewriter to be used to prepare the final copy of the handbook.

In retrospect, this question could be considered to be poorly constructed in that it did not include other samples of processes that could be used to set type.

Question Category 6:

Errors

The sixth category of questions were prepared to identify the various types of possible errors that may have either by accident or design found their way into the text of the handbook. To collect this kind of data, question B6.1 asked:

- 6.1 In reading through the handbook, what were the types of errors (if any) that you may have noticed? (More than one may be checked.)

		Page numbers where errors occurred
(a)	_____ factual errors	_____
(b)	_____ omissions	_____
(c)	_____ inappropriate placement of topics	_____
(d)	_____ reading level not suitable to teachers	_____
(e)	_____ misleading diagrams, charts, tables	_____
(f)	_____ general editorial sloppiness, e.g. spelling, grammar errors	_____
(g)	_____ other types of errors	_____

Table 28(B6.1)

Handbook Errors Identified by Participants

Errors Identified	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Factual errors	-	-	-	-	-	-
(b) Omissions	-	-	1	11	1	5
(c) Inappropriate topics	-	-	1	11	1	5
(d) Reading level not suitable	-	-	-	-	-	-
(e) Misleading diagrams	-	-	-	-	-	-
(f) Editorial errors	2	18	1	11	3	15
(g) Others	2	18	-	-	2	10

Data in Table 28(B6.1) show that a limited number of errors were identified in the research copy of the handbook. The errors that were identified by participants as they read the handbook were: omissions (1), inappropriate topics (1), editorial errors (3), and others (2). It is also evident from these data that both groups that comprised the research population identified different errors. Errors listed in the "other" category included such things as a page being reversed in one copy of the handbook. One participant added a written comment to this question which was: "I did not look at your handbook

with a picky attitude. Job well done."

The second question in the error category was to determine the extent of the inaccuracies that were identified in the previous question (B6.1). Question 6.2 had the following wording:

6.2 What was the extent of the inaccuracies within the text? Please check one of the following statement which best represents your opinion of the text's inaccuracy:

- (a) _____ no discernible errors
- (b) _____ some errors, not serious enough to interfere with effectiveness
- (c) _____ serious errors that need to be corrected
- (d) _____ errors that render contents useless

Examples of errors:

Table 29(B6.2)

Level of Inaccuracies in the Handbook Content
as Identified by the Study Participants

Level of Inaccuracy	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) No discernible errors	7	64	8	89	15	75
(b) Some errors	4	36	-	-	4	20
(c) Serious errors	-	-	-	-	-	-
(d) Errors render content useless	-	-	-	-	-	-
No opinion	-	-	1	11	1	5

In analysing data in Table 29(B6.2) it is rather evident that

15 study participants, or 75 percent, indicated that they found "no discernible errors" which could be classified as inaccuracies in the content of the handbook; while 4 participants did identify inaccuracies. These 4 participants were of the opinion that there were "some errors, not serious enough to interfere with effectiveness" of the handbook. What these errors were these participants did not state even though the question did make provisions for "examples of errors". Only one participant indicated "no opinion" as far as the degree of inaccuracy of the content of the handbook was concerned.

Question Category 7:

Bias

Another aspect that was to be considered in the evaluation of the public relations handbook that the researcher wanted to determine was that of bias. The seventh category of questions in Part B of the research instrument dealt with the topic of bias. Question B7.1 asked the research participants whether they perceived any evidence of bias which may have distorted the accuracy of information in the handbook. This question was worded in the following manner:

- 7.1 Is there any evidence in the handbook in which you feel the author's bias has distorted the accuracy of information presented?
- (a) ☐ no obvious bias was evident
 - (b) ☐ little bias if any was evident
 - (c) ☐ some bias was evident
 - (d) ☐ a great deal of bias was evident

If you identified any biases please explain and indicate the location of the bias as it appears in the handbook.

In Table 30(B7.1) are data that show 17 of the 20 individuals involved in the study indicated that as far as bias was concerned they

Table 30(B7.1)

Participant Perception on the Evidence of Bias
in the Public Relations Handbook

Degree of Bias	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) No obvious bias	7	64	5	56	12	60
(b) Little bias	3	27	2	22	5	25
(c) Some bias	-	-	2	22	2	10
(d) Great bias	-	-	-	-	-	-
No answer	1	9	-	-	-	5

found "little bias" or "no obvious bias" on the part of the author that could distort the accuracy of the information in the handbook. Ten percent of the participants, or 2/20, felt that there was "some bias" on the part of the author. One industrial arts teacher indicated "no opinion" when responding to the question of author bias.

Of the 20 participants involved in the evaluation of the public relations handbook, only one added a written comment to question B7.1. This comment was: "The different individuals involved with the scheme (School Community Relations, i.e. M. Shykora, A. A. Day, etc.) is redundant."

The second question in the category of questions on bias asked participants to identify from a list those biases that may appear in

the handbook. Question B7.2 asked:

7.2 Is there any evidence of any of the following biases:

- | | |
|--------------------------|-------------------------|
| (a) _____ racial | (f) _____ sex |
| (b) _____ ethnic | (g) _____ philosophical |
| (c) _____ religious | (h) _____ ethical |
| (d) _____ socio-economic | (i) _____ political |
| (e) _____ regional | |

Table 31(B7.2)

Types of Biases Identified
by Participants

Type of Bias	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Racial	-	-	-	-	-	-
(b) Ethical	-	-	-	-	-	-
(c) Religious	-	-	-	-	-	-
(d) Socio-economic	-	-	-	-	-	-
(e) Regional	-	-	-	-	-	-
(f) Sex	-	-	-	-	-	-
(g) Philosophical	1	9	1	11	2	10
(h) Ethical	-	-	-	-	-	-
(i) Political	-	-	-	-	-	-

Of the biases that an author might have accidentally or by design incorporated into the text of the handbook, data in Table 31(B7.2) indicate that only two participants identified what they thought was a philosophical bias in the content of the handbook.

Question Category 8:Vision Check

The eighth category of questions in Part B of the research instrument was directed at a "vision check". This category of questions was designed to provide some indication of knowledge and attitude that participants had toward the subject of public relations as well as having them evaluate the public relations handbook.

Question 8.1 was a "yes/no" type of question which asked participants whether or not they believed that industrial education teachers should be concerned with public attitudes toward their program. This question was stated as follows:

8.1 Do you believe there is a need for industrial education teachers to be concerned with public attitudes toward their industrial education programs? _____ yes _____ no

Comments:

Table 32(B8.1)

Participant Reaction to Need for Public Relations

Concern in Industrial Education

Need for Public Relations Concern	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	11	100	9	100	20	100
No	-	-	-	-	-	-

As indicated by the data in Table 32(B8.1) all participants

(100 percent) responded that "yes" there is a need for industrial education teachers to be concerned about the attitudes that the public may or may not hold toward the programs that are included as industrial education; specifically, industrial arts and vocational education.

Four participants wrote comments to question 8.1. These comments were:

- Educational funding is becoming more stringent with inflation and dollar devaluation. Industrial education will be called upon to justify its existence which means the industrial education teacher will have to demonstrate competence in his skills to maintain the program.
- I can see how this is going to help my situation.
- Not to the extent that this book might recommend.
- Certainly - it's our bread and butter. You did a good job of it in your booklet.

To determine whether or not teachers should be concerned with public relations, question 8.2 was phrased in the following way:

8.2 Please indicate agreement or disagreement with the following statement: "Teachers should be concerned with public relations."

_____ agree _____ disagree

Data in Table 33(B8.2) show that 19 of the 20 participants, or 95 percent, agreed that teachers should be concerned with public relations. The remaining industrial education teacher did not respond to this question.

In conducting public relations activities, to make the various publics aware of a particular program, teachers have the choice of either using a planned or unplanned approach to these activities. To

Table 33(B8.2)

Participant Response to the Statement:

"Teachers Should be Concerned with Public Relations"

Response	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
Agree	19	91	9	100	19	95
Disagree	-	-	-	-	-	-
No response	1	9	-	-	1	5

determine which approach participants would take in establishing a public relations program for industrial education, the following question was asked:

8.3 A 'planned' approach to public relations activities in industrial education teaching at the school level is:

- (a) ☐ very necessary
- (b) ☐ necessary
- (c) ☐ moderately necessary
- (d) ☐ unnecessary
- (e) ☐ most unnecessary

Data in Table 34(B8.3) indicate that a total of 14 participants, 70 percent, indicated that in their opinion a planned approach to public relations for industrial education was either "necessary" or "very necessary". The remaining 6 individuals indicated such an approach to public relations was "moderately necessary".

Question 8.4 was written to determine the extent to which participants read the handbook. This question was stated as follows:

Table 34(B8.3)

Participant Reaction to Necessity for Planned Public Relations
at the School Level

Necessity for Public Relations	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Very necessary	5	45	1	11	6	30
(b) Necessary	3	27	5	56	8	40
(c) Moderately necessary	3	27	3	33	6	30
(d) Unnecessary	-	-	-	-	-	-
(e) Most unnecessary	-	-	-	-	-	-

8.4 Please indicate to what extent you have read the handbook:

- (a) _____ completely
 (b) _____ in part
 (c) _____ skimmed
 (d) _____ not at all

It is evident from data presented in Table 35(B8.4) that 15 of the 20 participants (75 percent) read the handbook from cover to cover "completely"; while 4, or 20 percent of the participants indicated that they read the handbook "in part". The remaining participant "skimmed" the content of the handbook.

Table 35(B8.4)
Participant Review of Handbook

Type of Review	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Completely	9	82	6	67	15	75
(b) In part	2	18	2	22	4	20
(c) Skimmed	-	-	1	11	1	5
(d) Not at all	-	-	-	-	-	-

Question Category 9:

Market Survey

The final category of questions were written to determine if there was a potential market for the handbook.

Question 9.1 was written in such a way that it asked participants whether or not they would recommend the public relations handbook to colleagues that taught in a similar specialty area. This question was worded in the following manner:

9.1 Answer the following question as if you were making a recommendation about this P.R. handbook to a teacher in a class similar to your own. Check one.

- (a) ☐ I recommend that an alternative publication be sought.
- (b) ☐ I recommend use only, and only if no alternative publication can be found.
- (c) ☐ I recommend mainly because it will probably be difficult to find a better alternative publication.
- (d) ☐ I recommend but with minor reservations.
- (e) ☐ I recommend without reservation.

Table 36(B9.1)
Participant Rating of Handbook Recommendation
to Colleagues

Recommending Statement	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) Recommend an alter- native	-	-	-	-	-	-
(b) Recommend only if no alternative available	1	9	1	11	2	10
(c) Recommend because alternative difficult to locate	3	27	2	22	5	25
(d) Recommend with minor reservation	4	36	3	33	7	35
(e) Recommend without reservation	3	27	3	33	6	30

Data in Table 36(B9.1) show that 6 of the 20 participants, or 30 percent, indicated that they would recommend the public relations handbook to a colleague without reservation; 7 participants indicated that they would recommend the handbook with "minor reservation"; 5 participants would recommend the handbook because it would probably be difficult for these individuals to find an "alternative" of similar

quality. Two members of the research population would only recommend the handbook to a peer if "no alternative" could be found.

It may be noted that both participants who "recommended the handbook only if no alternative could be found" were also the same two who read the handbook "in part".

The second question in this category of questions was written to determine the price that participants considered reasonable for the handbook. To secure this kind of data, question 9.2 asked:

9.2 Please indicate what you would consider a reasonable price for this handbook once it has been revised.

- (a) _____ not more than \$5.00
- (b) _____ not more than \$4.00
- (c) _____ not more than \$3.00
- (d) _____ not more than \$2.00
- (e) _____ not more than \$1.00

Please indicate any comments you may have regarding the cost of the handbook.

Table 37(B9.2)

Participant Opinion on Reasonable

Handbook Price

Reasonable Handbook Price	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
(a) \$5.00	2	18	1	11	3	15
(b) \$4.00	4	36	-	-	4	20
(c) \$3.00	5	45	6	67	11	55
(d) \$2.00	-	-	1	11	1	5
(e) \$1.00	-	-	1	11	1	5

Concerning a reasonable cost for the proposed published handbook, a rank order is illustrated in Table 37(B9.2). This ranking shows that 11 members (55 percent) of the research group indicated that the published handbook should sell for \$3.00; 4 members (20 percent) indicated a cost of \$4.00 a copy; 3 (15 percent), a cost of \$5.00, and 2 (10 percent) indicated a preferred cost of \$1.00 and \$2.00 respectively.

A number of written comments were made by participants to this particular question. The following represent these verbatim comments:

- Should be supplied by school boards.
- Evaluators should be mailed a complimentary copy.
- To be supplied by each school board to each industrial education teacher or may be subsidized by the Industrial Education Council.

Question 9.3 was closely related to question 9.1 in that it asked whether or not participants "would like to obtain a copy of the public relations handbook once it was completed". To respond to this question participants had to check either "yes" or "no".

9.3 Would you like to obtain a copy of the handbook once it has been completed?

_____ yes _____ no

In analysis of the responses to question 9.3, 16 participants (80 percent) responded in the affirmative; 3 (15 percent) in the negative; and the remaining participant stated that he would "possibly" like to obtain a copy of the handbook.

One participant added the following comment to this question:

"No, only because in the art area (commercial art, vocational education)

Table 38(B9.3)
Reaction of Participants to Obtaining
a Copy of the Handbook

Participant Response	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	9	82	7	78	16	80
No	1	9	2	72	3	15
Other	1	9	-	-	1	5

we have established our P.R."

In attempting to identify a possible market for the handbook once it was published, question 9.4 was worded to determine if participants would be willing to personally accept this cost of the handbook. Specifically, question 9.4 asked:

9.4 If an educational institution or school board was unable to fund this handbook for distribution at no cost to teachers, would you be willing to accept the cost personally?

_____ yes _____ no

Data in Table 39(B9.4) indicate that 12 of the 20 participants (60 percent) responded "yes" they would be willing to accept the cost of purchasing the handbook once it was published. The remaining 3 participants (15 percent) did not respond to this question.

The last question in the "market survey" category was composed of three parts that asked participants to: identify alternate sources

Table 39(B9.4)
Reaction of Participants to Assuming
Cost of the Handbook

Acceptance of Handbook Cost	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	8	73	4	44	12	60
No	2	18	3	33	5	25
No response	1	9	2	22	3	15

of information on the same subject covered by the handbook; describe this material, and rate the alternative. This question asked:

- 9.5 (a) Are you aware of any other sources of information that cover the same subject as presented in this handbook?

_____ yes _____ no

- (b) If your response is yes please briefly describe this material.

- (c) How would you rate the alternate information as compared to the P.R. Ideas Handbook?

- (i) _____ much better than the P.R. Ideas Handbook
 (ii) _____ better than the P.R. Ideas Handbook
 (iii) _____ equivalent to the P.R. Ideas Handbook
 (iv) _____ poorer than the P.R. Ideas Handbook
 (v) _____ much poorer than the P.R. Ideas Handbook

From data in Table 40(B9.5) it is evident that of the 20 participants, 19 (95 percent) responded "No" they were not aware of any other sources of information that covered the same subjects that were presented in the content of the public relations handbook for industrial education teachers. Because of their negative responses, these

Table 40(B9.5)

Awareness of Participants of Other Sources
on Public Relations

Participant Awareness	Number and Percentage of Participants					
	Industrial Arts		Vocational Education		Total	
	No.	Percent	No.	Percent	No.	Percent
Yes	1	9	-	-	1	5
No	10	91	9	19	19	95

individuals were not required to respond to subquestions "b" and "c" of question B9.5.

The remaining participant who responded in the affirmative answered B9.5 (b and c) and indicated that the information in the alternate sources was in his opinion much better than that presented in the P.R. Ideas Handbook. This individual stated in response to question B9.5(b): "On the topic of public relations procedures, I know several books but more specifically adapted to industrial education." However, this individual did not give an example.

Two other participants added comments to question B9.5. These verbatim comments were:

- I enjoyed the material and found it interesting - the cartoons and quotes are great!
- Congratulations. Read it and felt like xeroxing it. Should be regarded as standard equipment for each lab.

Summation of Handbook Results

As mentioned previously, Part B of the handbook evaluation instrument consisted of nine categories. These categories made up a total of 35 questions. To provide a summary of results data were presented in tables 7 to 40. These results have been reviewed to determine if the data in these tables were supportive, questionable or non-supportive of the handbook. The following illustration demonstrates the cut-off points for determining support, non-support or questionableness of collected data.

Illustration 1

Criteria for the Assessment of Participant Support

Likert type Question	Yes/No Questions	Assessment of Support
1	Yes	Supportive
2		
3	No response	Questionable
4		
5	No	Non-supportive

Using these cut-off points, each table (for Part B of the handbook evaluation) was reviewed to determine a modal response. Once the modal response was determined and a cut-off point identified, the data in the table were rated as being supportive, questionable or non-supportive. For example, if the results of the tabled data indicated that the modal response was a high rating of 1 or 2 on the Likert

scale, or an affirmative response to a "yes/no" question, the response to that question was considered supportive.

An overall assessment for all question categories of Part B of the handbook evaluation instrument indicated that the modal response for all tabular data was supportive.

Because the research data indicated support for the public relations handbook, the researcher made the decision to revise the research copy of the handbook into its final form for publication. Although the research data did indicate participants were of the opinion that the I.B.M. Selectric typewriter was appropriate for publication, the decision was made to have the final copy of the handbook photo typeset in order that the number of pages be reduced.

As a result of the reduction in the number of pages through compression by photo typesetting, it was found that the layout of the final copy of the handbook had to be slightly modified. Originally, the reverse side of most pages was designated exclusively for single concept items such as the cartoon characters. These pages were not utilized for the general script of the handbook. The reduction in the number of pages, by approximately 30 percent, necessitated that the cartoon characters, quotations and diagrams be integrated directly into the script of the handbook.

Chapter 4

SUMMARY, CONCLUSIONS, OBSERVATIONS AND RECOMMENDATIONS

Overview

Chapter 1 dealt with a research overview of the study and includes: the problem and need for the study, its significance, limitations, and definitions of terms used throughout the report. A major portion of this chapter was devoted to describing the methodology that was used to bring this study to its conclusion. Part of the research methodology was the selection of the research sample, the design of the research questionnaire and its use in the pilot study, and the description of how data were to be collected.

Chapter 2 consisted of an in-depth review of the literature that was directly related to this study which was the design, development and evaluation of the public relations handbook. To provide the reader with a definition of the term public relations that is used by authorities, a brief analysis is presented from various viewpoints. Part of this chapter is devoted to the history of public relations in industrial education. Related research studies were also reported in Chapter 2.

Chapter 3 provides an analysis of the data that were collected. For the ease of analysis these data were presented in table form with each table followed by explanation of the data presented in each table. Included in the content of this chapter are the comments that were made by participants to the various questions in the research instrument.

SUMMARY

The Problem

Modern technology and the resultant rapid industrial changes have produced an ever-increasing demand that industrial education reflect the contemporary world of work. In attempting to keep pace with the developments of industrial technology, industrial education can no longer be compared to its predecessor of the past. Subsequently, a gap has been created between the various publics and their understanding of the present status and purpose of industrial education.

In the early history of industrial education, particularly industrial arts, there may not have been a need for planned, concerted efforts to maintain public knowledge and understanding of this type of education. Today, because of increased social complexities that have been wrought by technological developments, education is finding itself in need of promoting and asserting itself in order to maintain public understanding and support. These needs are of particular concern to industrial education teachers if the program they teach and support are to remain viable and current, both in operational terms, as well as in the attitude of the supporting public. These programs must receive adequate and consistent exposure through public relations.

Unfortunately, information programs used to maintain public understanding and support have been generally soft-treaded if not completely avoided by some educators. Public relations has received little attention at both the teacher preparation and the industrial education professional organization levels. Furthermore, a central source of public relations information, designed specifically to assist teachers

of industrial education, currently does not exist in Alberta.

The central purpose of this study was to design, develop, and evaluate a public relations handbook for inservice industrial education teachers.

Population and Sample

For the purpose of this study, two discrete populations were selected. The first population included the 23 supervisors, coordinators and consultants of industrial education from the various school districts in the province (Phase II of the research). This population participated only in Phase II, the needs assessment survey, which provided direction for this study.

The second population included all teachers in Alberta who taught industrial education. This population was then categorized so that only those industrial education teachers who taught within a 25-mile radius of Edmonton were identified. This subpopulation of industrial education teachers was made up of both industrial arts teachers and vocational education teachers. From this subpopulation of 265 industrial education teachers a stratified random sample was taken until a total of 20 individuals was organized. These 20 teachers were divided into 11 industrial arts and 9 vocational education teachers, following sampling procedures as prescribed by Englehart (1972) and Raj (1972).

Instrumentation

The instrument used for the evaluation of the public relations handbook was a two-part questionnaire. Part A was designed to obtain

personal background information and teaching responsibility of the participants. Part B consisted of nine separate question categories that were identified as: need, congruence - need with intent, congruence - suitability with need, contents, physical design, errors, bias, vision check, and market survey. There were 35 questions in Part B.

The majority of these questions used a five-point Likert scale for participant response. A limited number of these questions required either a yes/no response or a short written reply. Space was also provided where participants could make additional comments.

Pilot Study

Using a pre-selected cross-section of industrial education teachers, a pilot study was conducted to pretest the research instrument and to secure input for revising the handbook. The pilot study had the following purposes: to determine whether or not questions should be added, deleted or revised; to determine the amount of time it took participants to review the handbook and to complete the evaluation questionnaire.

Participants for the pilot study were required to meet a minimum of five of the criteria that were established for this portion of the study. In order that a cross-section of these teachers represent the pilot study sample, qualifying participants were selected, on a voluntary basis, who had different levels of teaching experience, and were from different areas of teaching specialty.

The pilot study participants were allotted two weeks for the review of the handbook and the completion of the handbook evaluation questionnaire, after which time, each of the handbook evaluation

questionnaire results were tabulated and analysed. The responses, comments and recommendations made by the pilot study participants were taken into consideration and acted upon where deemed necessary to modify both the public relations handbook and the handbook evaluation instrument.

Related Literature

A review of research literature revealed that there was no other research study undertaken in North America that was similar to this study.

Literature related to public relations was reviewed to determine the position of authorities from the public relations field, education and industry in relation to public relations and education. From this extensive review it was determined that public relations was a valid and necessary concern in education. The literature indicated that the inservice teacher did have an important public relations role to play in education. The limited amount of literature available that was related directly to specific educational public relations practices provided an additional justification for this study.

Three research studies were located that were indirectly related to this study. Thomas (1957), conducted a study that was concerned with the "Use and Effectiveness of Public Relations Practices in the Interpretation of Industrial Arts in Selected Secondary Schools in California". One the findings of this study was that teachers in California generally believe that industrial arts teachers should be expected to publicize their programs and that their public relations programs should be expanded.

Another study was conducted by Porter (1962) appraising the industrial arts competitions that were sponsored by the Ford Motor Company. The results of this study showed that participation in this international contest appeared to help the morale of instructors; gave the program thrust; improved standards and provided favorable public relations.

Hall (1970) researched the "Effects of the Central Kentucky Student Craftsman's Fair on Industrial Arts in Kentucky as Perceived by Industrial Arts Teachers, Teacher Educators and Students". One of the major findings of this study was that the majority of students were of the opinion that industrial arts competitions contributed to student interest in industrial arts.

The review of the literature did provide a resource of information on the nature and processes of public relations. This information provided data that were used in designing and developing the handbook on public relations for industrial education teachers.

The Methodology

To determine the need for a public relations handbook in industrial education, a needs assessment survey was conducted (Phase II). For this phase of the study an instrument was designed and administered to the population of supervisors, coordinators and consultants of industrial education in attendance at their biannual meeting which was held on September 27, 1976.

The results of this survey indicated that a need existed for a handbook on public relations. The next two major phases of the study were the literature review (Phase III) and the design and development

of the handbook on public relations (Phase IV).

After the first draft of the handbook was completed, a handbook evaluation instrument was designed, based on the EPIE Model. Prior to using the instrument in the major study, it was reviewed by the major thesis advisor and a specialist in instrument design from the Faculty of Education, The University of Alberta. One of the recommendations made by these reviewers was that a pilot study be conducted. For the pilot study phase (Phase VII) a list of criteria was established that would help identify a cross-section of industrial education teaching personnel that would be involved in the pilot study but not in the major study.

The results of the pilot study provided input for the redesign of the handbook evaluation instrument, and additional input that was used in revising the public relations handbook.

For the evaluation phase of the study (Phase VIII) a stratified random sample of 11 industrial arts and nine vocational education teachers from Edmonton and area was taken. During April, 1978, the evaluation instrument and a copy of the handbook was given to the major study participants for their review and evaluation. The data obtained in this phase of the study were analysed and placed in tabular form.

Findings

The following major findings were derived from an analysis of the data that were collected in Phase VIII of the study.

Part A. Data from Part A of the handbook evaluation instrument provided personal and background information on the study participants. These data revealed that all participants held baccalaureate degrees. However, the number of participants with baccalaureate degrees in

vocational education was double that of those with industrial arts degrees. The participants taught in a variety of industrial education settings and in all cases, except for one, spent more than half of their class time in teaching courses in industrial arts or vocational education. Their teaching experience was generally evenly distributed from one to more than 20 years. Only 25 percent of the participants belonged to their professional organization (the Industrial Education Specialist Council). Two of these participants who belong to this professional organization, served in an executive capacity or on the Instructional Materials Committee.

Part B. The following major findings were derived from data collected with questions from Part B of the handbook evaluation instrument.

1. Need: The data revealed that the majority of participants were supportive of the need for the public relations handbook (see Table 7, p. 80).
2. Congruence - Need with Intent: The majority of participants indicated that the intent of the handbook was congruent with its need. Data further indicated that the handbook was rated as being needed by the following categories of industrial education personnel: new industrial education teachers, industrial education teachers in training, experienced industrial education teachers, administrators, and teacher educators (see Tables 8-9, pp. 81, 83).
3. Congruence - Suitability with Need: The data indicate that participants were supportive that the public relations

handbook would be suitable in filling a need for public relations information for industrial education teachers. Results from the study further indicate that participants rated the handbook as being relevant to most industrial education personnel teaching in the specialty areas of: industrial arts (junior and senior high school); business education, and vocational education (see Tables 10-12, pp. 84, 86, 87).

4. Contents: Research data show that the 20 industrial education teachers involved in the study were of the opinion that in terms of: sequence, timeliness, appropriateness, clarity, accuracy, flexibility, and readability; the handbook met all these criteria (see Tables 13-21, pp. 88, 90, 91, 92, 94, 95, 96, 99, 100).
5. Physical Design: In terms of the graphic arts design elements of the public relations handbook (i.e. handbook length, binding, type style, and physical size of the handbook), the majority of participants were supportive of the design used in the research copy of the public relations handbook (see Tables 22-27, pp. 101, 103, 104, 105, 106, 107).
6. Errors: Research data show that the majority of participants indicated "no discernible errors". However, "some errors" were identified, which were: omissions, inappropriate topics and editorial errors (see Tables 28-29, pp. 109, 110).
7. Bias: Those involved in the study showed by their responses

that the public relations handbook was free of bias. However, 10 percent, or two participants, indicated some philosophical bias was written into the content of the handbook (see Tables 30-31, pp. 112, 113).

8. Vision Check: In considering participant knowledge and attitude relating to the subject of public relations and the evaluation of the public relations handbook, the research data showed that all participants indicated that there is a need for industrial education teachers to be concerned with public attitude toward industrial education. The data further indicated that the majority of participants (95 percent) were in agreement that teachers should be concerned with public relations, and that a planned approach to this concern is necessary.

When questioned to what extent participants read the handbook before completing the questionnaire, research data show that the majority of participants read the handbook completely (see Tables 33-35, pp. 114, 116, 117, 118).

9. Market Survey: In the final portion of the research instrument, data collected show that the majority of participants were not aware of any alternate source of public relations information that was similar to the information presented by the public relations handbook. These data indicate that participants would personally purchase the handbook as well as recommend it to colleagues (see Tables 36-40, pp. 119, 120, 122, 123, 124).

CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

1. There is a need for a handbook that contains public relations information for the field of industrial education.
2. In general, it would appear that industrial education teachers could utilize information on public relations that is organized in the form of a handbook.
3. The data illustrate that the quality of the handbook was acceptable to those industrial education teachers involved in the study.
4. The data indicate that there is a potential market among industrial education teachers for a public relations handbook.
5. Because all data collected in the study show that participants were supportive of the design of the handbook, a test publication of the book is warranted.

OBSERVATIONS

In conducting the research, a number of observations were made in regard to the study. Some of these were not directly supported by the findings; however, there was sufficient support to warrant their mention.

The results of the survey indicate that the participant sample was a cross-section of teachers who taught industrial education in the province. It was observed that the ratio of teachers with vocational

education degrees outnumbered teachers with industrial arts degrees in a ratio of 2 to 1. Because of the survey results, it was observed that the majority of teachers involved in the study avoided becoming involved in professional development activities and that a limited number of these teachers were members of their specialist council.

It was observed that those invited to participate in the study, accepted the invitation to become involved. However, a limited number of teachers who were invited, refused to become involved in the study.

RECOMMENDATIONS

Implications

It is hoped that the development of the public relations handbook for industrial education may assist in alleviating many of the problems faced by industrial education teachers as they attempt to promote and maintain support for their programs through public relations. Further, should such a handbook be made available, it may provide numerous new public relations ideas for teachers, thus saving them time and effort. The time saved by these teachers would enable them to use this time to concentrate on their teaching responsibilities.

Although the handbook was directed primarily toward inservice industrial education teachers in Alberta, results of the study indicate that the information and concepts developed may have direct relevance and applicability to all industrial education personnel, both in Alberta and, possibly, in North America.

Recommendations for Educational Practice

The conclusions reached from this study indicate that the following recommendations need to be made to the following groups.

Alberta Education

1. It is recommended that Alberta Education provide a publication grant so that enough copies of the handbook (P.R. Ideas - A Public Relations Handbook for Industrial Education Teachers) could be printed and distributed to inservice industrial education teachers in the Province of Alberta, with the copyright of the handbook retained by the author.
2. It is recommended that Alberta Education in conjunction with The University of Alberta, Department of Industrial and Vocational Education, take responsibility and present a public relations seminar(s) for both supervisory and inservice industrial education teachers in the province. It is further recommended that all preservice industrial arts and vocational education teachers enrolled in the Department of Industrial and Vocational Education be invited to attend this seminar(s).

Industrial Education Specialist Council

1. This recommendation is similar to recommendation No. 1 that was made for Alberta Education. In the event that funding should not be made available for a publication grant from Alberta Education, then the Instructional Materials Committee of the Industrial Education Specialist

Council of The Alberta Teachers' Association publish and make available to the Industrial Education Specialist Council members the public relations handbook. The copyright of the handbook would be retained by the author.

2. It is recommended that the Industrial Education Specialist Council continue to maintain, on an active level, its standing committee on Public and Professional Relations. It is further recommended that this standing committee be in continual liaison with the executive of the Industrial Education Specialist Council to:

- (a) provide school boards with recommendations relating to public relations practices in industrial education at the local school level; and
- (b) maintain and up-date public relations information for its membership.

Inservice Teachers

1. It is recommended that each industrial education inservice teacher use the public relations handbook as a guide to plan a strategy to identify an approach for public relations in their specialty area that can be used in their school setting.

The University of Alberta

1. It is recommended that the handbook become a required reading text for a portion of a teaching methods course where preservice teachers of industrial education could

learn the role of the teacher in public relations.

School Board Industrial Education Supervisory Personnel

1. It is recommended that industrial education supervisory personnel with the various school boards take the initiative to promote a public relations concern on the part of their industrial education teaching staff and provide these teachers with continuous up-dating of public relations information and inservice activities.

Recommendations for Further Research

This study has entered into a relatively new area of educational research in Canada. Thus, it has merely touched the surface of the numerous possibilities and needs for research in this area.

The following list of recommendations have resulted from the findings of this study, and are presented as possibilities for further research.

1. Studies may be undertaken to determine the effectiveness of specific public relations programs conducted in industrial education. One example of such a program is the School Community Relations Program cited in this study.
2. Studies should be conducted to determine the change in public attitude toward the various industrial education programs once some form of public relations program is instituted.
3. A study be undertaken to identify current and innovative public relations programs and strategies from within and

outside of the educational field, that could have a direct implication for industrial education use.

4. A follow-up study be undertaken to determine the attitudes held by industrial education teachers toward the various aspects of public relations. This study could also determine the extent to which the public relations handbook is accepted by teachers of industrial education.
5. Studies be undertaken to compare public attitudes and support of selected industrial education programs where planned public relations practices have been used. These programs would be compared with programs that did not use a planned approach to public relations.

Chapter 5

THE PUBLIC RELATIONS HANDBOOK

Chapter 4 provided the summation, conclusions, observations and recommendations resulting from this study.

This chapter presents the typeset copy of the handbook called:
P.R. Ideas - A Public Relations Handbook for Industrial Education
Teachers, which resulted from this study.

PR IDEAS

**A PUBLIC RELATIONS HANDBOOK FOR
INDUSTRIAL EDUCATION TEACHERS**

DONALD T. SOLDAN

The logo consists of the letters "PR" in a large, bold, sans-serif font, with the word "IDEAS" in a smaller, bold, sans-serif font directly beneath it. The text is centered between two parallel diagonal lines that slant upwards from left to right.

**PR
IDEAS**

**A PUBLIC RELATIONS HANDBOOK FOR
INDUSTRIAL EDUCATION TEACHERS**

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— FOREWARD

Public Relations have always played an important role in education. In the past, the "P.T.A." (Parent Teacher Association) functioned as a Public Relations channel which kept parents informed of current curricular innovations, and likewise, served as a feedback mechanism which alerted teachers and school administrators to parental concerns with school policies. Today the Parent Advisory Committee serves roughly the same public relations role. The belief continues, therefore, that a publicly funded institution such as the School, functions best if the public is kept informed about and is able to react to decisions and policies which concern it.

Given the need for a two way communication between the School and the Public, the question can be legitimately raised as to whether or not Industrial Education, with its special interests and concerns, is adequately understood by the Public generally and especially by the parents of the students it teaches. Do the present channels of communication used by the school, adequately explain the Industrial Education program or is there a need to clarify its purpose and objectives and explain them more directly to parents and also more widely to the general public?

This handbook has three overall objectives. The first objective is develop an awareness on the part of the Industrial Education teacher, of the value of Public Relations in his day to day teaching. To this end, the handbook delineates a number of different "publics" with which the Industrial Education teacher must open effective channels of communication.

The second objective of the handbook is to serve as a reference for Industrial Education teachers. It is therefore, meant to be used as a tool by those teachers seeking practical ideas for the implementation of a public relations program.

The third objective of the handbook is to provide practical examples and descriptions of P.R. activities and programs which have been successfully utilized by Industrial Education teachers. In addition to this, reference is made to the professional organizations to which the Industrial Education teacher can look for support and guidance.

It is hoped that this handbook of P.R. Ideas will lead to a belief in the value of public relations on the part of the Industrial Education teacher. Further, it is hoped that the adoption of a "plan of a attack" in this area will lead to a strengthened belief in the worth of Industrial Education as a valuable and relevant component of general education. It should be noted that this handbook is not meant to be adopted in its entirety. It will be of most use to those teachers who pick, choose and adapt the ideas to their own particular circumstances and unique school situations.

PR IDEAS

CHAPTER I
WHERE WE STAND

Why Bother?

"Why bother? I'm doing a 'good job' in teaching Industrial Education and that speaks for itself." This may be the first reaction when someone suggests that Public Relations (P.R.) should be a concern of yours. Unfortunately, just "doing a good job" is not enough. It may have been so in the 1960's when money for education was virtually limitless and new programs were received with automatic public acceptance.

Just doing a good job is not good enough.

But the picture has changed. The various publics associated with education are becoming more sophisticated and are no longer accepting education without question. Accountability and justification are common terms but they are not enough. Funding in education has become tightly controlled and limited to specific, small percentage increases. Industrial Education with its slightly disproportionate budget requirements is under constant review. Class sizes are increasing and financial support has decreased. At the same time the economy has suffered phenomenal rates of

The various publics are no longer accepting education without question. They want accountability and justification before funding.

inflation. Yet, budgets for Industrial Education programs and supplies have stayed the same or increased negligibly.

1 Programs within schools are having to compete for financial resources as well as students. Rivalry between academically-oriented programs and Industrial Education continues to exist. The academically-oriented teachers have a tendency at times to discount the need and viability of Industrial Education programs, even though the general public has indicated a desire for more emphasis on 'practically-oriented' programs.

Public opinion has been equally as harsh on education. The public is readily expressing critical views of education and shows little reluctance in challenging educators. Ironically, opinion polls and surveys have shown that the public is NOT well informed about local schools or thier programs. They are even less informed about education itself. In other words, public criticism of education is great while public understanding of education and its problems is minimal. Never-the-less, these same publics continue to have opinions based on minimal knowledge of what education is doing or attempting to do. Teachers are merely expecting their publics to understand what they are attempting to accomplish in their shops, laboratories and classrooms.

Public criticism of education is quite common, while public understanding of education and educational problems is minimal.

Furthermore, teachers expect public support both morally and financially for the programs they teach. The incongruence becomes obvious. How can the public support Industrial Education, or any other educational program for that matter, when it has neither the information nor the understanding needed?

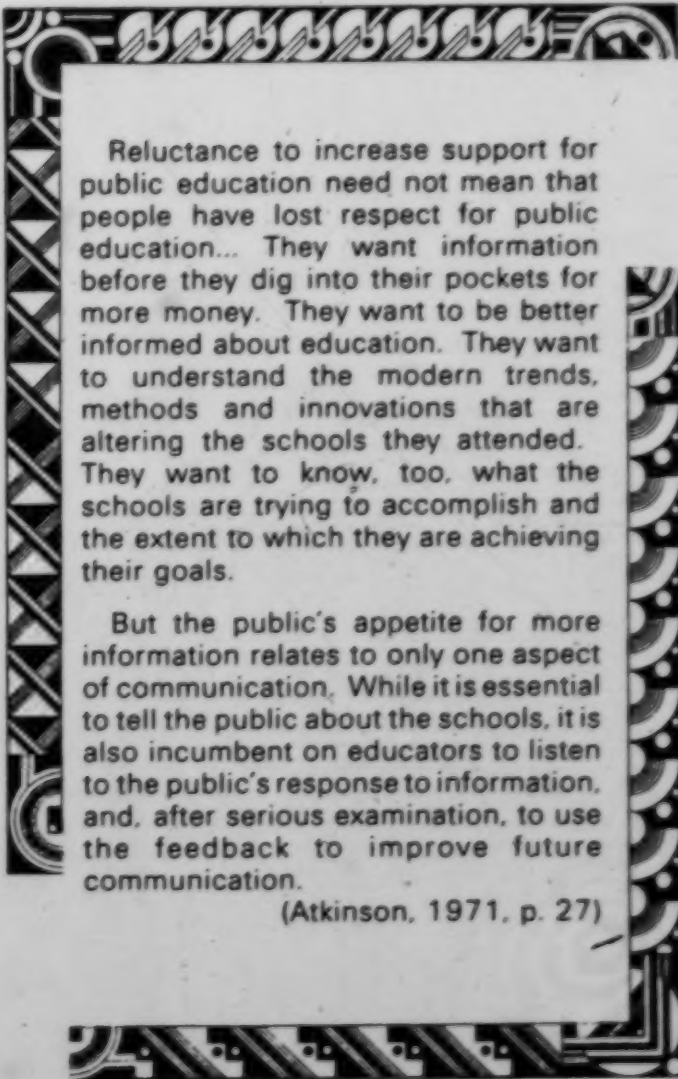
The real danger becomes apparent when we realize that these publics exercise their democratic rights, vote in the various political elections and make representations to government agencies on behalf of various organizations. In this way publics have both a direct and indirect influence on education.

The decision, whether programs such as Industrial Education are to continue, **should** be decided by the same publics that support and finance it. However, these publics and their representatives, from the school board level to the provincial level, must base their decisions on factual information. The degree to which our publics have accurate knowledge about education, more specifically Industrial Education, depends almost entirely on what the teachers in the educational communities communicate to the individuals who make up these levels. In other words, our public's knowledge, understanding and support depends on **What we say and do** -- this is what Public Relations is all about.



If people feel you are doing a good job,
they will give you the support you have
earned. But they have to know. And if
we don't tell them, who will?

(NSPRA *Tool Kit*, 1971, p. 22)



Reluctance to increase support for public education need not mean that people have lost respect for public education... They want information before they dig into their pockets for more money. They want to be better informed about education. They want to understand the modern trends, methods and innovations that are altering the schools they attended. They want to know, too, what the schools are trying to accomplish and the extent to which they are achieving their goals.

But the public's appetite for more information relates to only one aspect of communication. While it is essential to tell the public about the schools, it is also incumbent on educators to listen to the public's response to information, and, after serious examination, to use the feedback to improve future communication.

(Atkinson, 1971, p. 27)

Why P.R. for Industrial Education?

TO — [MAINTAIN] — [AWARENESS] — WITH THE
[IMPROVE] — [COMMUNICATIONS] — PUBLICS.
[UNDERSTANDING]

- Why?
- To maintain public confidence
 - To maintain public support
 - To maintain favourable opinion

- Why?
- To improve teaching conditions
 - To improve program quality
 - To improve program financial support
 - To improve pupil/teacher ratio
 - To improve student rapport/motivation

PR IDEAS

CHAPTER II WHAT IS PUBLIC RELATIONS

The Nature of Public Relations

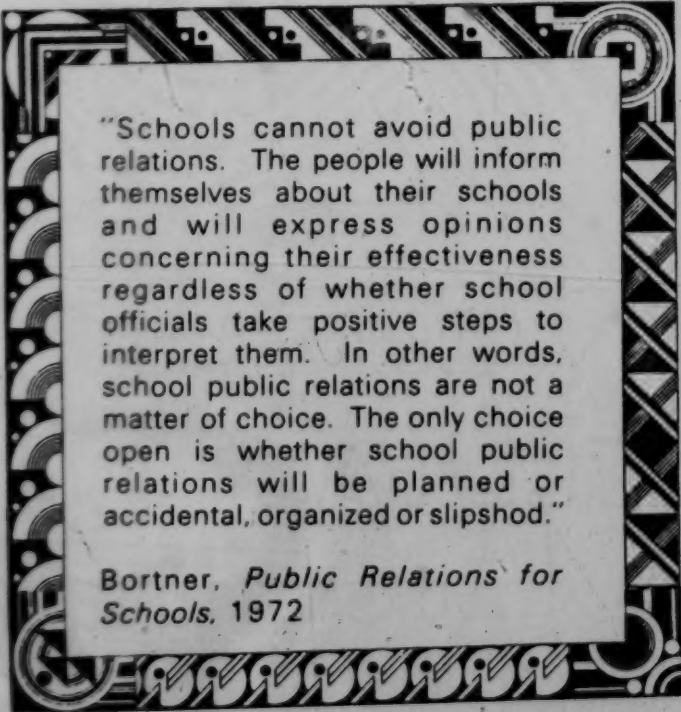
Public Relations has been and continues to be an integral part of every Industrial Education program. It exists in every laboratory or shop and radiates information and images about the teacher, and the instructional program -- every school day of the year. You may ask, "How can this be? I have no P. R. program operating 200 days a year." The surprise may come when we realize that the surrounding publics are continually receiving messages about us.

The messages are carried by students and other people we come in contact with and by the mass media such as newspaper, radio or television. It is these messages/images, planned or incidental, that are the basis upon which publics form their opinions about education. The images that Industrial Education teachers and their programs project to their publics, through the various communication channels, are what is meant by the term **public relations**.

Unfortunately this type of public relations is much like a double edged sword. It can work for or against you. If you as a teacher are not conscious of public opinion and believe that P. R. has no part in your shop or laboratory, then more than likely you and your program will become victims of this indifference. On the other hand, if you are conscious of the impact of your actions (or inactions) and see the potential of **planned P. R.**, then you and your program will benefit. Given an average teaching situation you will very likely be in an enviable situation. Students who may have had poor attitudes about similar programs in the past may

develop an interest and a desire to learn. Administration and parents may develop a better understanding of your program and back both your program and you as a teacher.

It may be evident to the reader that P. R. can have both positive and negative effects. The only choice the teacher or instructor has is that it be either planned or accidental. If public relations are planned, it is highly probable that public understanding of your program will be positive.



"Schools cannot avoid public relations. The people will inform themselves about their schools and will express opinions concerning their effectiveness regardless of whether school officials take positive steps to interpret them. In other words, school public relations are not a matter of choice. The only choice open is whether school public relations will be planned or accidental, organized or slipshod."

Bortner, *Public Relations for Schools*, 1972

A Definition

For a more inclusive definition of public relations we may say that it is a planned, systematic, two-way process of communication between an educational organization and its internal and external publics, designed to build morale, good will, cooperation and support for industrial education and the school.¹

Public relations is more than the communications that the publics receive in the form of audio and visual messages such as those provided by the mass media. Public relations includes:

- The daily messages students communicate
- The attitudes expressed by a teacher.
- The experience our students and other publics have in their contacts with the industrial education programs and facilities
- Our professional conduct as teachers.

Industrial Education Public Relations is the maintaining of public knowledge and understanding of programs in order that the various publics maintain this confidence and support. The Industrial Education teacher is the only one who can really reflect what an Industrial Education program actually is, and also the one who has the most to gain by initiating a planned system of P. R. If you fail to maintain your public's understanding and support of your program, who else will?

THERE IS NO ONE ELSE!

¹Adapted from NSPRA *Tool Kit*, p. 21.

Public relations is the images that teachers create for themselves and the Industrial Education programs which they teach. It is these projected images that help to determine whether or not they deserve or receive understanding and support for themselves and their programs.

Components of P. R.

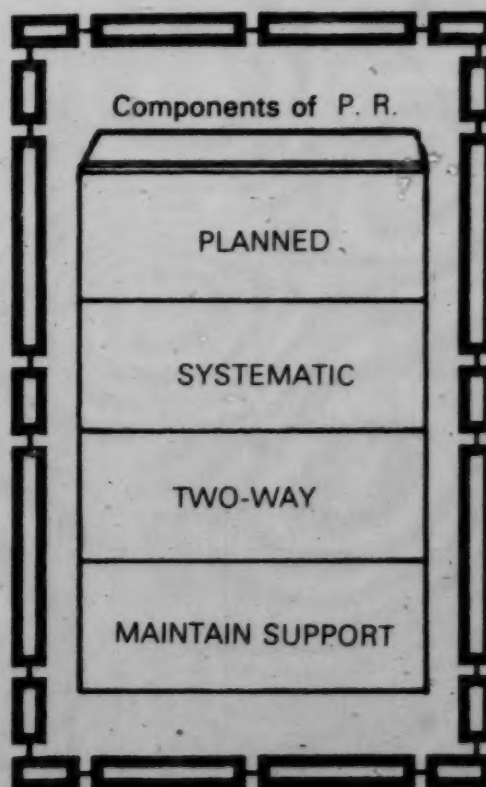
In looking more closely at the definition of public relations, several major concepts can be identified. The concepts and their significance can be summarized as follows:¹

- | | |
|------------|--|
| PLANNED | <ul style="list-style-type: none"> - P.R. must be controlled and run so that it does not run your program. - To produce maximum results with minimum time investment. - Not every P.R. activity can be planned. - Plan only to the degree necessary. |
| SYSTEMATIC | <ul style="list-style-type: none"> - Since the Industrial Education image is being projected continually, a systematic P.R. approach will maximize impact. - Make the best of the resources available. |
| TWO—WAY | <ul style="list-style-type: none"> - In order to provide information that the public needs, we must first be aware of what it is they need. - Feedback or listening is just as important as sending messages. - Is the message getting through? |

¹Adapted from NSPRA *Tool Kit*, p. 21.

**TO MAINTAIN
SUPPORT**

- This is the purpose of P.R.
- A positive climate equals good morale (students, staff, and community.)
- Positive attitudes are directly related to communication.



Basics of a Public Relations System

There are 4 basic tenets to any public relations system if it is to be effective in serving both Industrial Education and the public. These basic tenets are:

1. THE PROGRAM MUST BE WORTH PROMOTING
 - Basic premise
 - A P. R. program is not a cover-up for a poorly run program.
2. COMMITMENT TO P. R./COMMUNICATIONS
 - There must be an awareness of need/value.
 - Teachers and administrators must be willing to devote time and resources.
3. ORGANIZATION/PLANNING
 - To enable operationalizing of P. R.
 - Necessary for efficiency and effectiveness.
 - Enables selection of appropriate system/strategy/program.
4. EVALUATION AND FOLLOW-UP
 - Necessary to measure effectiveness/appropriateness.
 - Provides direction/re-direction.

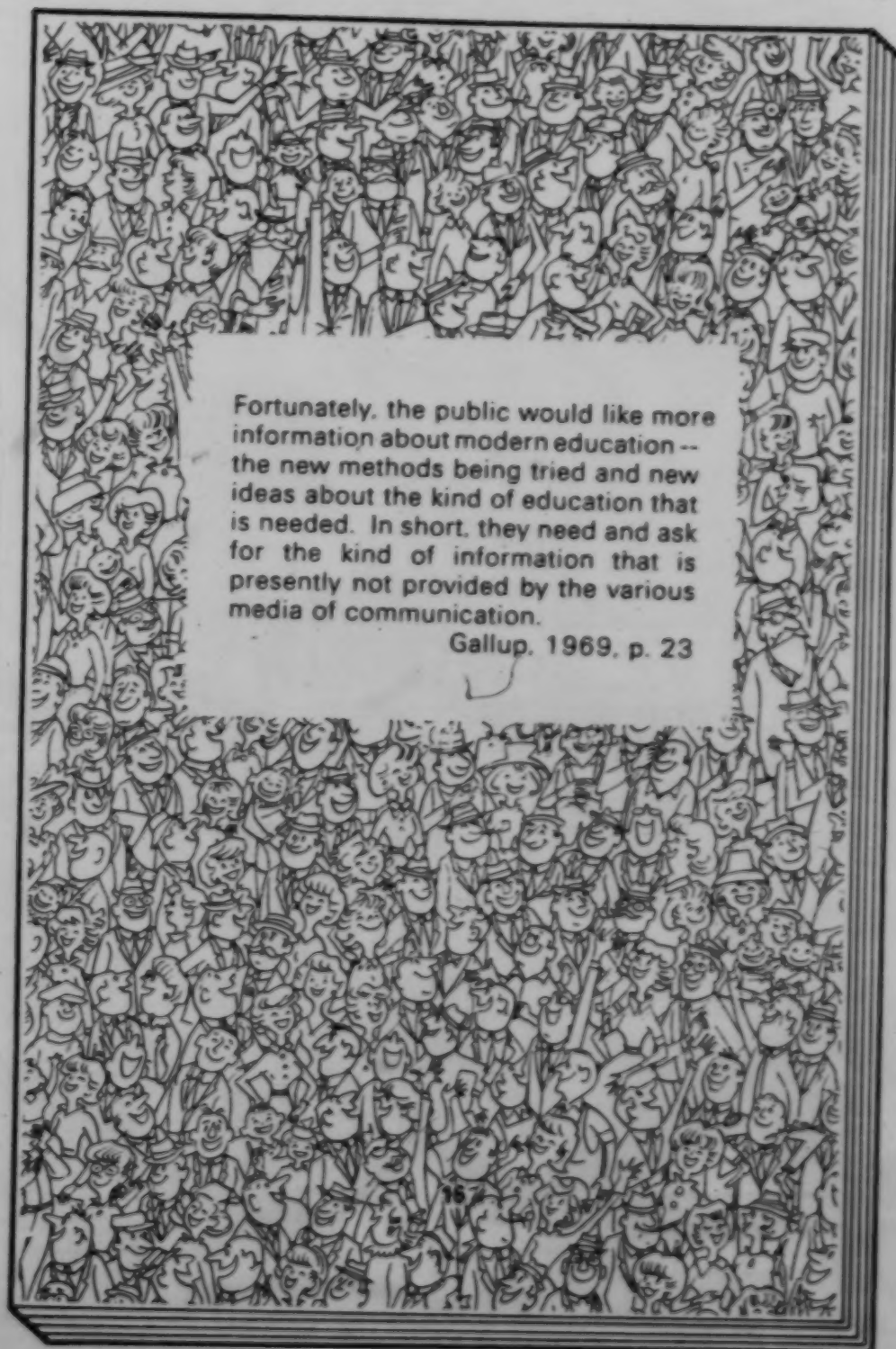
Prerequisites to P.R.

The Industrial Education program
must be worth promoting

Commitment to P.R. and
communication

Organization /Planning

Evaluation



Fortunately, the public would like more information about modern education -- the new methods being tried and new ideas about the kind of education that is needed. In short, they need and ask for the kind of information that is presently not provided by the various media of communication.

Gallup, 1969, p. 23

PR IDEAS

**CHAPTER III
AN APPROACH
TO PUBLIC RELATIONS**

P. R. System Planning Stages

Before any public relations system, strategy or program can be instituted, some degree of planning must be initiated and carried out. This planning phase of the system is essential and is the only means by which a teacher may, to some degree, be assured that the approach to P. R. will be both effective and efficient. The 'Public Relations Planning Stages' on page 21 summarizes this process.

To clarify the planning system the following points should be kept in mind.

1. **Define goals:**
 - be able to answer **WHY** you want a P. R. program.
 - your goals will express the philosophy of the program.
 - your program must be worth promoting.
 - Industrial Education must do a good job educationally to permit a P. R. program to succeed.
 - include the school administration (e.g. the principal) in the planning stage.
2. **Identify target public:**
 - choose a specific target group to whom you will direct the public relations program (e.g. students, parents, staff.)
 - choose your priority public for the first target group.
 - a scatter gun approach has a far more limited chance of success.
3. **Plan strategy for initiating a public relations program:**

A Note to the Reader:

Two terms will be used throughout this handbook which should be explained in order that their context be understood. The two terms are (i) **program** and (ii) **system**.

(i) **Program** - when used in conjunction with public relations will refer to one (or a limited) and specific public relations event. An example of this would be an Industrial Education open house.

(ii) **System** - when used in conjunction with public relations (e.g. a P. R. system) will refer more to the approach to public relations. This approach may also embrace a philosophy. An example of this would be an "open door policy" instituted to welcome visitors to the shop or laboratory. In addition, other planned P. R. approaches are planned.

- organization is necessary to carry through any system/strategy/program you may choose.
- your system will depend on specific situations/conditions/limitations in your school and shop/laboratory.
- identify activities.
- your approach will be limited only by your resources, ingenuity and imagination.
- involve as many others as possible. For example: supervisors, public relations personnel, other Industrial Education teachers, students, or anyone else who can provide assistance in terms of planning, time or resources.
- establish a time frame.
- design a P. R. program for a specific public (P. R. programs can rarely be directed toward a number of publics at the same time and remain effective.)
- know **what** and how you want to communicate.

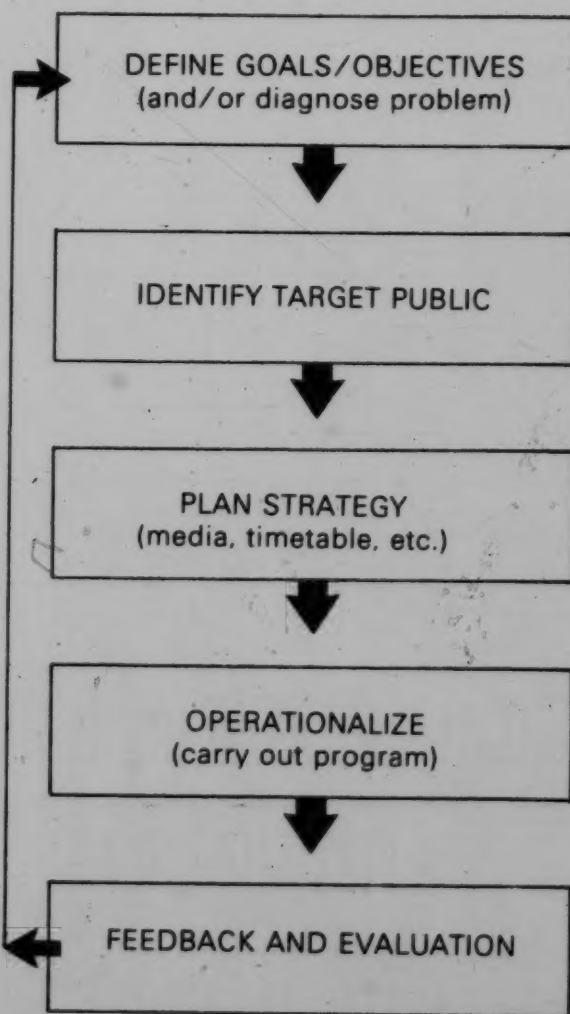
4. Operationalize:

- implement planned approach.
- utilize as many human and material resources as possible.
- use promotional salesmanship to gain momentum for P. R. system.

5. Feedback and Evaluation:

- identify method(s) by which the P. R. effort may be evaluated.
- Evaluation may be conducted on a 'formal' or 'informal' basis.
- identify who will do the evaluation
- Evaluation may be conducted by 'external' or 'internal' agents.
- Assistance may be available from: administration, Industrial Education supervisory personnel, universities or others.

P.R. System Planning Stages



- determine how extensive evaluation should be.
- the following checks may be considered during evaluation. Does the P. R. sytem or program:
 - (a) embody school/program philosophy?
 - (b) is the P. R. program directed at the appropriate public?
 - (c) is the most effective media used?
- evaluation will indicate corrective measures.
- design a questionnaire when required.
- communicate with the public.
- be able to answer how well your program performed.
- finally - return to step 1 and redefine goals (if necessary.)

Level of P. R. Involvement

There are basically 3 levels of planned P. R. activity at which an Industrial Education teacher can become involved (see illustration on page 23).

Level I - Internal: is limited to all the publics that teachers come in contact with in their day-to-day teaching activities and responsibilities. The publics who come under this category level include: (1) students, (2) school staff, (3) administration and (4) school/lab visitors. Usually these contacts are made: (1) on a personal basis (face-to-face), (2) by telephone, or (3) through written communication. The P. R. activities which an Industrial Education teacher could initiate at this level can be determined by personal discretion and would be limited only by imagination and ingenuity.

Levels of P.R. Involvement

Level	Frequency of Contact	Public Categories
I - Internal	Direct Contact in Day-to-day Teaching	*Students (priority) -school staff -administration -custodial staff -clerical staff -others
II - Related Publics	Intermittent Contact with School or Programs	*Parents (of children in school) -school board members -central office personnel -Department of Education -Universities -others
III - External Publics	Minimal or no Contact with School or Programs	-community members -parents (no children in school) -business -industry

* Priority publics

Major P. R. activities may be conducted in consultation and cooperation with school administration, Industrial Education supervisors and colleagues. This involvement would provide for:

1. Approval
2. Assistance (time, labour; direction, finance)
3. Recognition for the teacher
4. Enhance intra-school P.R. (eg. between Industrial Education and the administration)

Level II - Related Publics: involves the population having intermittent contact with the school and its programs. Level II publics do not have a day-to-day contact with teachers and would include such categories as: parents, department chairpersons, school board members, central office personnel, governmental personnel (eg. - The Department of Education), and university personnel.

The teacher would only have occasional contact with these publics. The P. R. activities could be initiated either at the individual teacher or at the Industrial Education supervisory level.

P. R. activities at this level must have prior consultation with the school administration and may involve other administrative levels.

Level III - External Publics: includes the remaining publics who would normally have no or very little contact with education. Here again, the Industrial Education teacher must work in co-operation with and through, appropriate administrative channels. The channels would automatically be the school principal, the department chairman, and the

Industrial Education supervisor(s). Others that may be taken into consideration are the public relations department (this also applies to Levels I and II,) and any other personnel who may be affected, or should be informed of your P. R. intents.

It should be pointed out that the three levels are an arbitrary distinction. The publics who fall into any of these categories are fluid, in that they may be in any level or move from one level to another at different times.

The Time Problem

The allocation of time may be considered as one of the more difficult and dangerous issues in determining whether or not a P. R. plan should be instituted. There are a number of reasons for this. The first is the far too common personal escape rationalization -- "I don't have time." This has become an all too typical response from some Industrial Education teachers! It is even more common with teachers who have not become more familiar with innovations or simply new ideas that may be of great help to them personally -- only if they had taken a few moments to become more familiar with them. The second reason for including P. R. in the program of studies is that P. R. may be part of the curriculum of studies. Such is the case in the Province of Alberta, where the Industrial Education curriculum included a "Synthesizing Module" that incorporates the P. R. concept.

Various P. R. programs, systems, and strategies vary greatly in their demand on the time of the teacher. Public Relations programs may or may not

be integrated into a regular Industrial Education program of studies. If P. R. is integrated into a program of studies it can require minimal time of the teacher. Or, in some cases, the program may even create time. The chapter "Working with Students" develops a number of P. R. considerations and provides numerous examples, some of which provide clues to how P. R. can create time.

In view of the great diversity of time and resources required for P. R., as well as the great variety of choices open to a teacher, the "No Time" excuse cannot be accepted as a valid reason for not considering a P. R. program.

"Time" becomes a very low priority consideration if a planned P. R. system will enable both you and your program to survive.



A Note on the Priority Publics

The publics who are generally a concern to Industrial Education teachers/instructors are:

- Students
- Parents
- Community as a whole
- Elected representatives in public office:
 - (a) school board members
 - (b) members of Parliament
 - (c) civic officials
- Business, industry and labor
- Other educational institutions
 - (a) colleges
 - (b) institutes of technology
 - (c) training organizations
- Professional organizations
 - (a) teacher's associations
 - (b) vocational associations
 - (c) Industrial Education associations
 - (d) Industrial Arts associations
 - (e) professional development organizations
 - (f) honorary professional fraternities
(e.g. Epsilon Pi Tau, Inc.)
- Colleagues and administrators.

Any teacher or group of teachers who wish to become involved with public relations should ask the question: "Which public should I choose for my first P. R. target?" Assuming that P. R. has not been a conscious subject of concern in the past, one will probably choose the public that will have the greatest influence/benefit for you and your program.

The internal public that has the most immediate influence on the teaching staff and their Industrial Education programs is most likely the student, followed by the administration. Any P. R. approach implemented at the first level will undoubtedly produce a 'ripple effect' which will then have an influence on other publics. Since the student is undoubtedly the teacher's first concern, and is part of a large audience, it may be most profitable for the teacher to make students the first and priority public. The reason for this becomes more evident when we realize that students are in contact with virtually all other publics, both internal and external. The attitudes and opinions these students carry with them from your laboratory or shop will influence all those with whom they come in contact.

Unfortunately, research and teacher intuition and experience have shown that these same students are not reliable sources of information. If the chosen P. R. system ensured that students relayed accurate information and portrayed a positive image to the publics they come in contact with, the P. R. potential would become more positive and effective. This becomes especially significant when we recognize that 100 students have an estimated audience of 2,000 people.¹

The priority related public of an educational P. R. program to be considered is the parent. This is the public who has entrusted the Industrial Education teacher/instructor with their most prized possession -- their child. Further, this public has also provided the teacher and the program with financial support -- which is one of the parent's

¹T. Barkelew, 1973, p. 30.

greatest concerns. In other words, this public provides the teacher with both an occupation and financial support.

To add an even greater importance to the parent, the Industrial Education teacher must be aware of the fact that the parent is the all inclusive public. The parents make up the sum total of all occupations and walks of life. In the final analysis, it is the parents who determine the destiny of an Industrial Education program and all other programs that are offered in a school.

The Information Sources

One important question that must be asked before planning a P. R. system or program is, "Where does the public receive its information to form its attitudes and opinions about education?" Gallup Polls International has indicated that the general public receives its information from two main sources:

1. the student
2. the media (television, radio and newspapers)

The Student

Here again the student appears as the major purveyor of information. Not only is the student a priority public, but also a source of information to other publics. Students may be compared to an electrical relay -- they receive information from Industrial Education programs (and other

programs.) and then relay that information on to the other publics. The 'Information Flow Process' diagram on page 31 sets the entire process into perspective.

The purpose of re-focusing on the student is to demonstrate the importance of taking the student into prime consideration when planning a P. R. system.

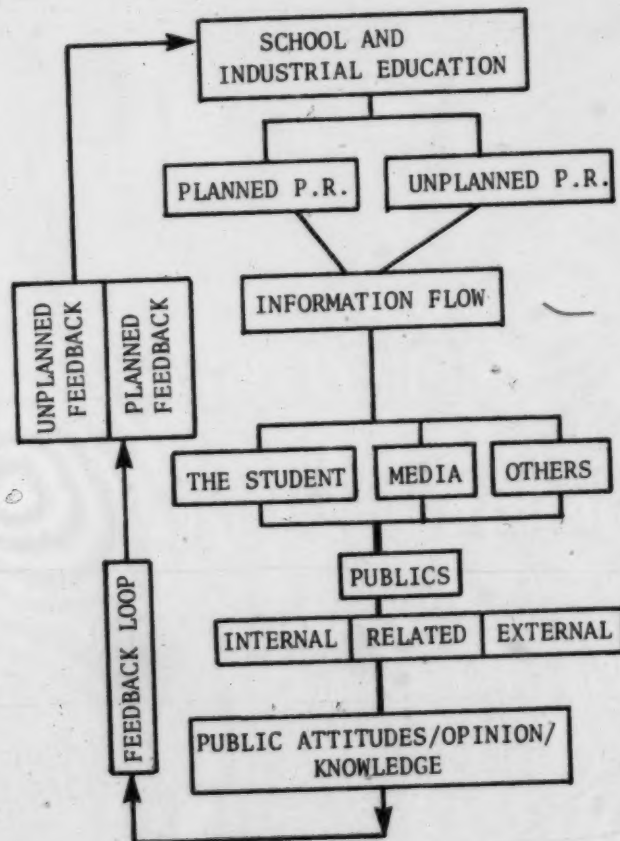
The Media

The mass media, such as television, radio and newspaper, can provide Industrial Education with positive, public exposure. To the advantage of education, some changes have recently occurred in the media. Attitude has been one such change. Newspaper editors and broadcasting people have started to place more importance on the coverage of education.

Since the public is recognizing more and more that education is playing a very important role in society, education comes up as an attractive topic for debate. Viewers, listeners and readers want to know more of what is happening inside the schools. Here is where media coverage of Industrial Education can play a mutually advantageous roll -- Industrial Education teachers can provide the media with content they are always in search of, and the media may provide Industrial Education with the much needed positive exposure.

The extent to which the mass media may be utilized by Industrial Education teachers can only be left to personal discretion and interest. The Industrial Education teachers and his supervisor and/or principal are the two people who can judge the appropriateness and merit of publicizing

The Information Flow Process



Industrial Education programs (or certain aspects of them) and which media should be approached -- press, radio or television. Whatever media is chosen, the teacher should keep in mind that there invariably are people available to assist in development of the news and its release.

Here are some points to consider before approaching the media:

1. Discuss your ideas with colleagues, your department chairman or supervisors.
2. Contact the public relations department. They can always help with ideas, suggestions and 'people power.'
3. All media (newspaper, television, or radio) are interested in story ideas. You can provide them with a list of ideas. The list should also contain the people to contact, and their phone numbers.
4. The media may be alerted in advance of upcoming events or activities that are related to Industrial Education. These activities need not only be within the school.
5. Be selective in your suggestion of stories. The media is not interested in possible stories that contain little or no news. You may receive a better response if you can explain why a possible news item merits media attention. If your contact's background is weak in Industrial Education you may explain the educational angle that may make the item newsworthy.
6. Treat all media people with the same professional respect, even though some may be more cooperative than others.

7. If the media people have done a good job in their presentation -- let them know it. Everyone enjoys praise.
8. Repeat the message in a different format; as many times as necessary for the message to take hold. But don't "over-repeat!"

Accurate-Timely-Continuous?

By being aware of the mechanisms by which information is transmitted to the public, Industrial Education teachers can more efficiently and effectively plan for P. R. Subsequently, information that does reach the public may be factual and positive to ensure that the attitudes and beliefs formed by those receiving this information is realistic. The consequence of a well-informed public equipped with factual information will invariably be a positive attitude and support for Industrial Education programs. For example, if parents are aware of the goals of an Industrial Education program and see its need and value, they will undoubtedly support the program and see to it that the program continues to operate. If these same parents are aware that the program is hampered and their child's health is jeopardized by improper laboratory or shop ventilation, or overcrowding, they will undoubtedly exert pressure to have the situation corrected and the program continued at full strength. It is not too difficult to see what the results could be if the public was not aware of the intents and purposes of the program when they were confronted with the news that an Industrial Education facility was not safe. The prudent

parent/public could simply react with, "Well, why doesn't the school board shut the hazard down?" It becomes obvious again that our publics must be kept informed through methods that are (1) accurate, (2) timely and (3) continuous.

The "A.T.C." Tiger



"Accurate - Timely - Continuous"

A word of caution must be interjected here. There is a distinct difference between negative and positive P. R. Positive P. R. will produce a building and improving effect. Negative P. R. may simply be

construed as "bitching". All P. R. should accentuate the truthful, positive effects. This should be done without relegating our education responsibilities to the "public" in order that we retain our rightful authority.

The information flow to the publics will always be continuous through the unplanned channels. Gossip and hearsay are probably the most common forms of unplanned channels that fall into this category. Positive and accurate P. R. programs can only be developed through **planned** channels.

Dealing with Competition

With technology advancing to the extent it has in the last decade, many of the conventional approaches to P. R. have run into impossible odds. All publics have become virtually over-saturated with high volume, continuous, sensational audio-visual bombardment. As a result the publics have become somewhat desensitized to lesser media and issues. For example, radio has taken a back seat to television. Further, community issues and debates have lost out to the glamorous high-rating television programs. For Industrial Education teachers to produce and attempt to compete directly with the high cost, big media productions may be futile and unnecessary.

Regardless of the big media advantages, the publics (parents in particular) remain interested in the education of their children. Since Industrial Education teachers are charged with the responsibility of providing viable learning experiences for the student, teachers remain in an

excellent position to secure the attention from this all important and inclusive public.

With this realization comes the possible key to maintaining that all important controlled contact with these publics. Since education continues to command attention through children and finance, Industrial Education personnel can develop P. R. systems around these two attention-commanding features to facilitate positive P. R. systems. The P. R. system may be one of keeping the publics informed of both their child's progress and accomplishments and the program's objectives.

The question still returns to, "What P. R. methods, systems, or techniques should be used to maintain contact with the publics to insure their understanding and cooperation?" With the media competition just mentioned in mind, the answer may not be through the high cost media route. The



Competition is getting keener...are you?

answer may lie in other means available to Industrial Education teachers. These means, coupled with continuous flow on a broad scale, using as many diverse techniques and spurred by individual teacher creativeness, could have as great an impact as a Walt Disney production.

This handbook, in the following sections, attempts just that -- to introduce to teachers the variety of different P. R. methods available to them. These multi-methods, systems and techniques are not prescribed or ruled. They are presented as ideas. These ideas can then be tailored to individual teacher requirements, situation, and needs, through their own strengths and creativity.

In the event that a P. R. plan may go beyond the resources available to the individual, alternatives are also provided. The ideas that will be presented in the following sections will be abbreviated and structured in point form, wherever possible, to provide a maximum of concise information with minimum reading time.

PIR
IDEAS



These ideas can be tailored to individual teacher requirements and situations.

PR IDEAS

CHAPTER IV
ETHICS

The Need for Caution

In becoming involved with a planned P. R. program, teachers will often find themselves making contact with and co-operating with a larger number of people than they normally would. For this reason it is vital that this personal contact and P. R. activity be conducted in a manner which would enhance Industrial Education progress and not detract from it. One must note that the checklist and comments summarized in this section are not law, but standards and guides by which professional Industrial Education teachers may determine the appropriateness of their conduct and actions in professional relationships with the various teacher, administrative and public levels.

General guide. In the 3 levels of P. R. activities -- 'internal', 'related' or 'external' (see illustration on page 23), caution must be exercised.

In Level one (Internal Publics) teachers have a relatively free hand to determine the activities for a P. R. program. This provides teachers with a considerable degree of latitude providing they do not overstep their professional role or authority.

A somewhat more delicate situation exists at the second and third levels (Related and External Publics.) At these levels the principal, and/or Industrial Education supervisor, must be kept informed of the teacher's activities that are related to public relations. Clearance and approval from these supervisory personnel are a must before the teacher initiates a planned P. R. program. To illustrate -- if a message is to be forwarded to all parents of the students in your program, this message must be cleared with the principal of the school prior to its

issue. This in itself is not only a must, but also good P. R.

One must also recognize that the administration is responsible for P. R. activities in the school and thus a cooperative association is highly advantageous to both parties.

Code of Ethics

The National School Public Relations Association has adopted a code of ethics for Public Relations personnel.¹ Following is an abbreviated list of guidelines that may apply directly to Industrial Education teachers as they become involved with planned P. R. activities:

- a. A teacher or P.R. agent shall be guided constantly by truth, accuracy, good taste and fairness.
 - (i) honor a system of fairness and good judgement in the release of information to the media.
 - (ii) do not intentionally disseminate misinformation.
- b. He shall do nothing to lessen the personal reputation upon which his professional effectiveness rests.
 - (i) he shall do nothing to lessen the reputation of the school/organization/program.
- c. If involved in P.R. activities, the teacher should co-operate with other colleagues and administrative levels.
 - (i) notify the administration of intended activities.
 - (ii) notify administration when P.R. activities

¹*Ibid.*

- may place him in an untenable position.
- d. Work through established administrative channels in your school and school system.
 - (i) do not overstep your authority.
 - e. The professional teacher shall recognize that his effectiveness, now and in the future, is dependent to a large degree upon his own integrity and regard for the ideals of the profession.
 - (i) He shall co-operate with professional colleagues to uphold a high standard of professional conduct.
-

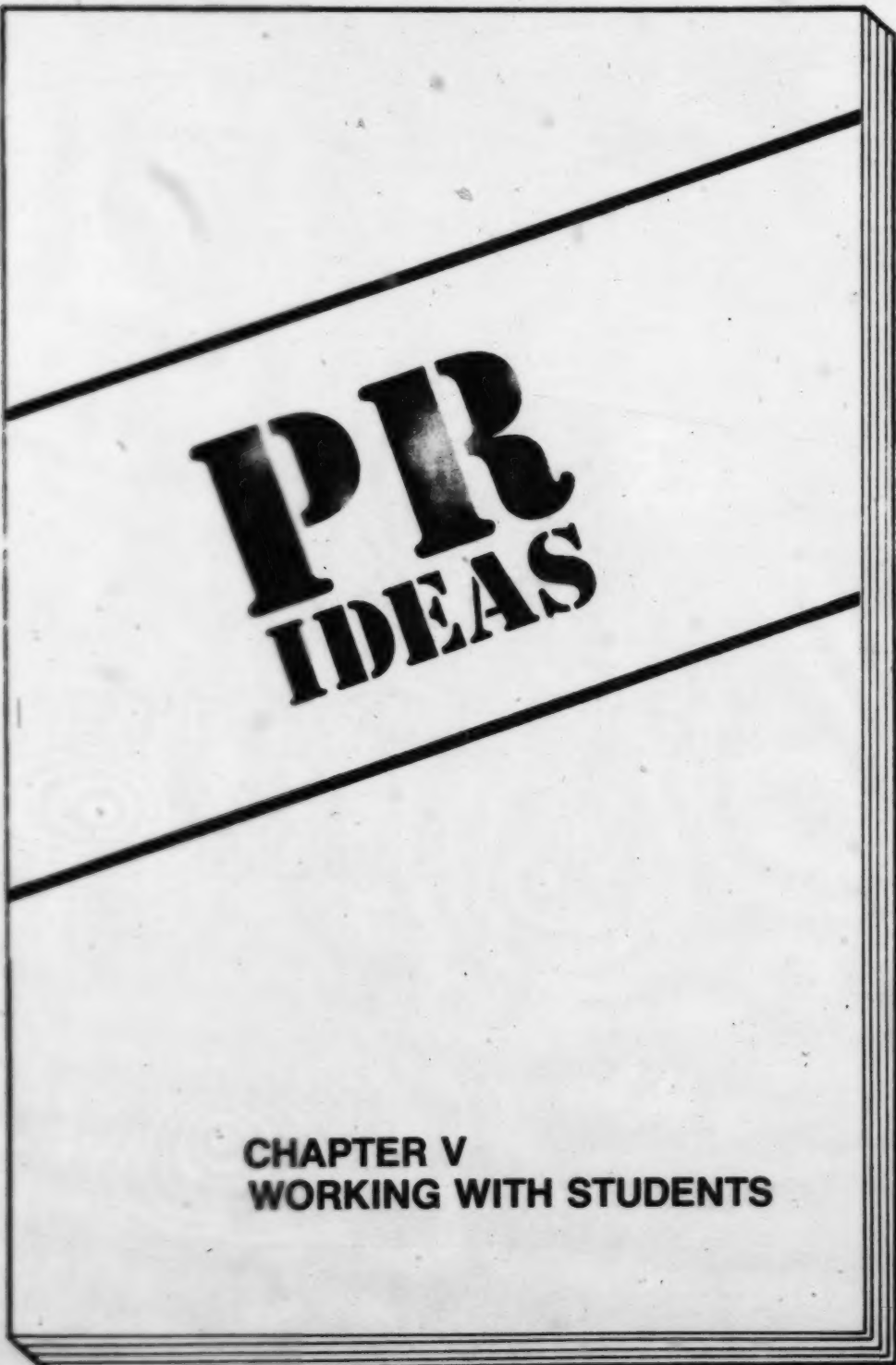
Every educational organization has its many, varied publics with which it must maintain effective relations. Public relations must be an integral part of the total education enterprise, and everyone within that enterprise must recognize his public relations functions, responsibilities, and ethical obligations. Because all educational public relations must be founded upon certain basic precepts, we believe public relations practices should reflect the high ethical standards.¹

¹NSPRA, *Ethics for Educational Public Relations*, p. 4.

All persons in education, we believe, must accept a general responsibility for the development of effective public relations. In accordance with this general responsibility they must:

- Seek continuously the improvement of educational opportunities for all children, youth, and adults.
- Strive for professional growth and self-improvement.
- Strive, within the area of their particular responsibilities, to enhance the communication concepts and expand the activities leading to more effective interpretation of the objectives, accomplishments, problems, and needs of education.
- Utilize the growing number of resources and techniques of proven value in the field of public relations.
- Be loyal to public relations ideals and practices and also to the best interests of the organization they serve, striving constantly to harmonize the two loyalties.
- Maintain high standards of personal and professional conduct, guided in all activities by truth, accuracy, fairness, and good taste.
- Hold themselves accountable for the truth, accuracy, fairness, good taste, and general objectivity of their public utterances, both written and spoken.
- Preserve the confidentiality of data which have been given under conditions of trust and promise.

¹*Ibid.*, p. 4.



PR IDEAS

**CHAPTER V
WORKING WITH STUDENTS**

The Untapped Resource

To a great extent, Industrial Education teachers have rarely tapped the full potential of STUDENT POWER. Students have always craved responsibility. The way is open for Industrial Education teachers to provide opportunities for students to take on a greater degree of responsibility in as many aspects of laboratory activities and learning as possible. After all, accepting responsibility is an attribute every adult would like to see developed in our young people. The Industrial Education teacher is in an ideal position to benefit by delegating added responsibility to students that will provide those students with a greater purpose. Equally as important, this will provide the Industrial Education teacher with more time to increase individual student attention, manage the laboratory facility, and plan for P. R.

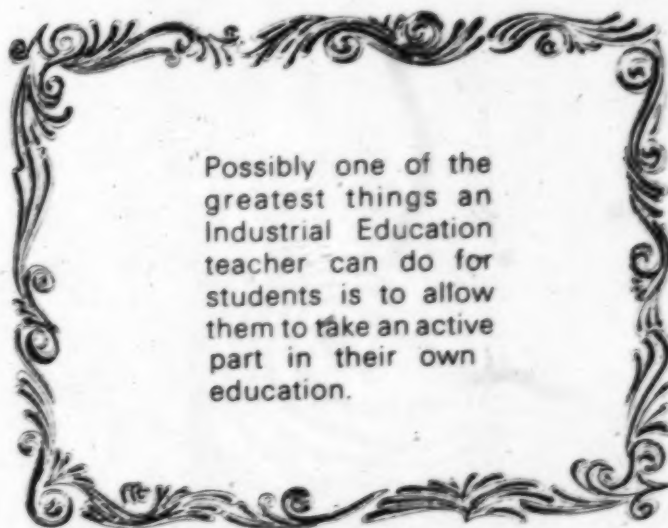
Your immediate reaction may be, "Now really, do you think students are capable of additional responsibility?" or, "I can't possibly trust my students to do some of the non-instructional tasks that I personally must do!" In reply, there are undoubtedly non-instructional activities that must be done by the Industrial Education teacher. However, there are just as many or even more possibilities in the laboratory or shop that can be performed by students if they were given the opportunity and guidance. Teachers and instructors must, from time to time, reassess their expectations of students realistically and then redetermine the responsibilities given to them. This does not merely apply to laboratory work and assignments. It applies



To a great extent, Industrial Education teachers have rarely tapped the full potential of STUDENT POWER.

even more so to the multitudes of extra-curricular activities associated with laboratory and shop facility management and operation. Specific examples will be presented in the following sections of this chapter.

You may also ask, "What has 'student power' or delegation of responsibility got to do with P. R.?" In answer, if your students feel they are a part of the program and have a hand in its successful operation, their immediate feeling will be that of self worth and importance (one of the basic human needs). If students have good feelings about themselves they may have the same feeling about Industrial Education. The consequences are two-fold -- (1) learning takes on purpose and becomes 'fun', (2) the feelings and attitudes are contagious; other publics soon pick up the 'affliction'. This is part of good P. R.!



Supplementary Activity Ideas

Teachers often find themselves searching for those supplementary activities that can be assigned, delegated or suggested to students. This usually happens during the student 'down time' in the laboratory or shop. It is highly improbable that a specific program can keep a student occupied 100% of the time. When students are waiting for instructional assistance or waiting for the next set of activities to start, fill-in activities can play a very important role in maximizing the student as a resource.

Here's what you need

The following list represents some teacher considerations when delegating responsibility:

- Trust your students.
- Always incorporate an accountability feature.
- Always do a follow-up upon completion of specific tasks.
- Be reasonable and helpful.



Following is a list of ideas and examples that can be used for either fill-in or extra curricular activities (both in and out of class time.) In addition, these activities may be delegated to free the instructor from some of the repetitive non-instructional demands.

Supplementary Student Activity Ideas

- maintaining show cases.
 - keeping attendance.
 - organizing and supervising a laboratory maintenance crew.
 - operating a school photographers team.
-



-
- photo display team -- here students mount and display current laboratory and school photos in a designated area and maintain a laboratory/school photo album.
 - Industrial Education recycling team -- the team encourages friends to survey the community for surplus materials that may be utilized in the school. These same students maintain a record of all items received and who contributed them.

The Student Put Down

Teachers/instructors who have become overly familiar with their programs and content, may over a number of years, have a tendency to be belittling and less tolerant of students -- "They know nothing!" If the students had knowledge of all we expected them to know at the very outset, we would immediately find ourselves out of employment. The Industrial Education program exists for that very reason -- the student does **not** know your program content. Your program exists to provide students with an Industrial Education experience. This experience helps that all important client, your student, to bridge the gap between academic courses and reality. Some of the reality introduced by Industrial Education includes some of the manufacturing processes and tools, as well as technologies found in the world of work. In this way your students may gain the necessary confidence and preparation they need before they are confronted by the rapidly approaching worlds of work and adulthood.

CONSIDER:

- the student justifies both your occupational position as well as the existence of your program.
- the student knows little or nothing about your Industrial Education program -- that is why he or she is there to start with.
- students with adequate knowledge and aptitude may be delegated to do some "peer teaching." For example, the student may demonstrate to another student non-critical laboratory or product procedures. The teacher follows through with a procedural and safety check.

The Student Put Down



Teachers who have become overly familiar with their programs and content, have a tendency to be belittling and less tolerant of students.

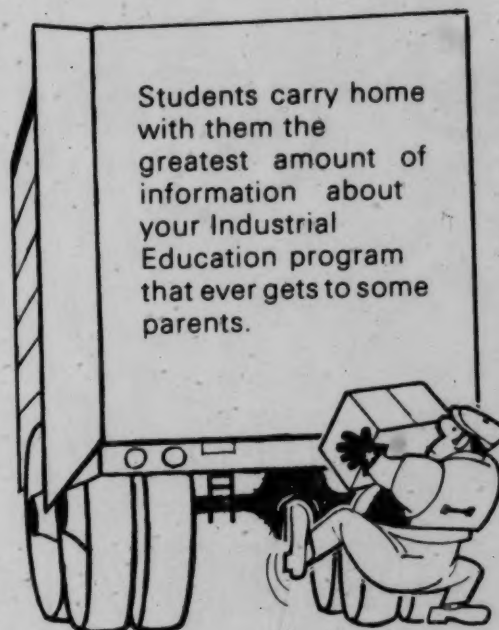
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- the student closest to the laboratory entry or a designated P. R. student is responsible for acting as the laboratory host. He/she takes all calls and greets visitors coming to the laboratory. The P. R. person "screens" the visits, handles requests, and notifies the instructor of visitors. In the meantime the visitor is requested to wait at the entrance (by show case for example). Just think of the miles and time saved for you by not having

to take all the petty calls, disrupting demonstrations or walking all those miles across the laboratory or shop.

A note on organization. These are but a few ideas, some of which you may want to incorporate or adapt into your particular teaching situation. You will notice that some activities do require organization on your part. This same organization is directly related to public relations and is vital to an efficient lab operation. Organization remains one of the keys to your personal survival as well as the major ingredient of a good public relations system.

Considerations for Working with Students

- The student is your client.
- The students do not pay, in the monetary sense, for taking your program. They pay with their time.
- The student provides all the justification for the existence of your program, and consequently your employment.
- If students see the importance and relevance of your program, chances will be that they find their work more interesting and your program will continue.
- A great deal of the P. R. you do with your students now may come back to you in the near future after they have entered the field of work. These students return, not only as visitors, but also as voters and community members.



On the Problems of Discipline

In hearing and reading of the public's views and reactions to education through conversation and from the media, we will invariably find a great number of the public is convinced that the lack of discipline is one of the major problems in schools today. Although lack of discipline is considered as the prominent criticism from the public, parents do accept responsibility in this area and want to work with teachers and administrators on improving student behavior. It's an opportunity that Industrial

Education teachers can't miss. The NSPRA¹ has indicated that the following common elements existed where student discipline was not a problem and the classes were 'problem free':

- Severe punishment was not used.
- Teachers were highly knowledgeable in their specialities.
- They were able to communicate their knowledge to the students effectively.
- Boredom was minimal in their classrooms.
- Their conduct and appearance were professional.
- They understood their student's physical, emotional and sociological traits.
- They were genuinely interested in both their students and subject matter.

Examples of Discipline Tactics

Nevertheless, there are specific student discipline tactics that may be implemented. The following are some examples of techniques that may be developed and adapted to assist in maintaining a high degree of laboratory or shop discipline and control:

- Peer pressure
- Student self-discipline
- Class organization (this topic is expanded in Chapter VIII)

¹NSPRA (National School Public Relations Association). *It starts in the Classroom*, Oct. '77, p. 1.

- Student management
- Responsibility delegation.

Each of the preceding tactics, in themselves do not sufficiently describe the how-to-do. Their necessity in terms of efficient class management and safety reinforces their importance. Thus this subject of discipline and control may well lend itself to a:

- (a) part of a convention program
- (b) seminar
- (c) part of a professional development program.

Should the reader feel that this topic warrants further detailed development, the appropriate recommendation need merely be directed to an Industrial Education Supervisor or a professional development organization for action.

Ideas Checklist: Do's of Dealing with Students

In a Public Relations' brainstorming seminar, teachers suggested the following ideas to maintain good student relations and communication:¹

- Hear students out. Listen and learn.
- Eat in the cafeteria or school lunch room occasionally.
- Know what is happening at your school.
- Attend school functions.
- Take photographs and slides of your laboratory classes and school in action. Your students can also help.

¹Adapted from *Communication Ideas*, The Communication Office, Tucson Public Schools.

- Telephone or mail letters of congratulations to students' parents to acknowledge students who have done very well or received recognition in your class.
- Set reasonable standards. Offer a non-threatening atmosphere.
- Smile. Facial climate is important.
- Use firm guidance.
- Be consistent.
- Value students as individuals.
- Allow students to accept responsibility and make decisions (after all, they must learn to do it.)
- Maximize alternatives in laboratory areas and activities.
- Be accessible to your students to discuss problems, gripes or suggestions.

Summary on Student Relations

The start of a student relations approach on the part of an Industrial Education teacher may simply be that of taking the students into consideration. This consideration need merely be:

- (1) make the students belong.
- (2) take an interest in each student.
- (3) listen.

Your planned P. R. may then expand into promoting your program. Show and demonstrate the necessity and importance of the program. Remember, this can only be done if you are already offering a program that is of good quality and worthwhile to the student.



KEEP IN MIND:

If students (and/or parents) feel strongly enough about the value and worth of an Industrial Education program, their demand for that program will invariably supercede any contrary decisions made at any of the levels within the educational hierarchy.

PR IDEAS

**CHAPTER VI
WORKING WITH PARENTS**

The VIP Parent

The most important external public is none other than the parent. This external public is the Industrial Education teacher's paying client! They are the people who in the final analysis pay your salary, fund your program and collectively help determine whether or not your program continues. Further these same parents have, and exert, a great deal of influence in determining your program content.¹

Parent importance can be further exemplified when teachers realize that parents comprise the total public, community cross-section. In other words, parents make up not only the total representation of all occupations and walks of life, they also have the greatest vested interest in education. Their vested interest is double weighted - it is their pride and joy (their child) and their hard earned savings. All this tends to indicate where priority P. R. efforts should be directed.

The Fear and Salvation

Possibly one of the most outstanding resources available to the Industrial Education teacher is the parent public. This public is capable of: (1) neglecting education, (2) attacking it, or (3) supporting and assisting in building a program. The choice that the parents make depends on the teacher(s). Through conscious P. R. and mobilizing communications as the P. R. vehicle, teachers can

¹The Curriculum Policies Board in Alberta is comprised of lay people from outside the education field.



If parents can be made to feel part of the school, they will be less likely to find fault. Once parents understand the goals of Industrial Education, they will be anxious to help us achieve them. Our goals will then become theirs.

be assured that this resource is allied with them in promoting a progressive Industrial Education program.

Unfortunately, some teachers have been somewhat prone to avoiding contact with parents. For these teachers there has lingered a cloud of defensive fear. The result of this has been the attempt to remain in hiding, avoiding contact with parents as much as possible. With this, we have precipitated a disservice to ourselves, the students, our programs and education. We have neglected to realize that parents are not our persecutors; on the contrary,

they are more willing to cooperate with, and assist us in providing a viable learning experience for their children and our students.

Here are some points for consideration when working with parents:

- For the most part parents want a hand in helping us.
- We can always use more help. The greatest resource for this help lies in our students' parents.
- Few parents know that we would welcome their help -- thus we must make the first move in asking for it. This is where communication comes in.
- Allow parents the opportunity to feel proud of their children and share in their education.
- Do a little extra to let parents know that both they and their help is needed.
- Help parents feel they are a part of the school.
- Once parents understand our goals in Industrial Education, they will invariably be anxious to help us with them.
- The consequence of parent understanding is: OUR GOALS BECOME THEIRS.

Checklist - P. R. Ideas Directed to Parents

- Invite interested parents to visit your laboratory/ shop during regular operating hours.
- Invite parents to serve as volunteer laboratory assistants. Do this only in consultation with the school administration.
- Invite parent guest speakers to talk on relevant, timely subjects to supplement program activities.



Invite interested parents.

(Many parents are involved with occupations directly related to your program and would welcome the chance to speak and/or demonstrate their skills to your class.)

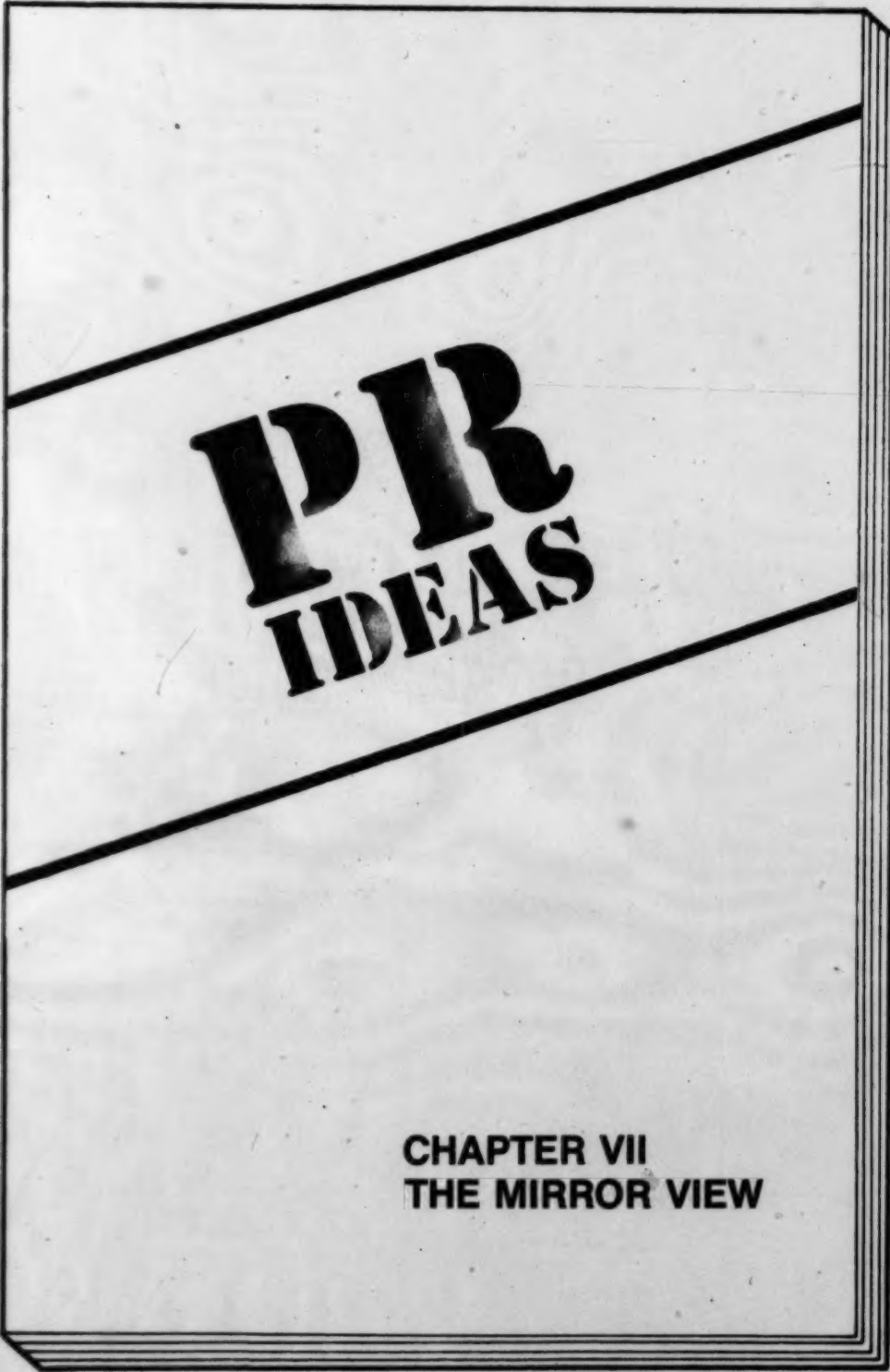
- Communicate with the home through letters, phone calls or visits.
- 'Up-slips' (memos) to parents of student of outstanding achievement and contribution are great P. R. and positive morale boosters.
- Positive memos to parents of students experiencing difficulty (performance and discipline) are vital to maintaining maximum morale and

control. Control remains vital to maintaining laboratory and shop safety standards.

- Consider opening your laboratory to pre-selected community activities. Warning: the responsibility rests with the teacher to see that adequate safeguards are instituted and guaranteed prior to arranging activities in order to insure that the laboratory will be fully operational for the following day's classes. Community groups have been known to more than compensate laboratory/shop use by donating elaborate equipment such as a photographic enlarger and supplies.
- Utilize parent advisory groups to solve problems of the laboratory or shop. Note: this should be done in consultation with the school administration.
- Hold demonstration classes for parents at convenient times.
- Integrate an Industrial Education 'open house' during Education Week or other opportune times.
- Hold a parent-and-student evening. The scheme may be such that the son/daughter demonstrates and assists the parent in a process or product production.
- Parents speak to classes as career resource persons. For example, a parent who is highly skilled in the electronics field would make an excellent resource person.
- Invite parents on field trips.
- Present awards at the awards night. The awards may be for outstanding achievement in Industrial Education.
- Don't forget about grandparents; they are just as

interested in the accomplishments of students as parents.

- Prepare a slide show on your program and its goals. (You can easily build the slide collection during the course of one year by noting excellent activities and recording them on film. Student power may be a great help in producing the show.)
- Forward a note of thanks or an awards certificate to parents who have helped you.
- Parent conferences are a great supplement to report cards.



PR IDEAS

**CHAPTER VII
THE MIRROR VIEW**

STOP:

If your conviction is that an Industrial Education teacher **does not** grow and discover something new every day in one's self -- then do not read this chapter. Proceed to Chapter 8.

This chapter assumes that we all have personal strengths and weaknesses that can make our profession either pleasant and rewarding or miserable and unrewarding. The choice can only be our own if we are aware of our personal characteristics. Through this awareness we may be able to:

1. Use personal strengths to build a more vital Industrial Education program.
2. Circumvent personal weaknesses and thus strengthen our professional pupil/school/colleague relationships to gain an even more enjoyable and memorable Industrial Education experience for both ourselves and our students.

Before going into your personal check list remember that you are the vital link between the students, parents, colleagues and the Industrial Education program of your school. As this vital link, you must radiate an image that is not only you, but your school and program.

Personal Image Check List

- Accept responsibility for your students.
- Keep staff differences out of view.
- Display a positive attitude toward life.
- Accept each student and his/her feelings.

- Keep your objectives clear.
- Show honest interest in each student's progress.
- Set a good example.



IF ANYTHING IS TO
CHANGE, THE START
MUST BE HERE.

Who Can Help?

WHEN YOU NEED HELP...

You may consider asking:

- Industrial Education Supervisors
- The School Administration
- Colleagues
- The Industrial Education Council
 - Public and Professional Relations Committee
- The Industrial Education Regional Councils
- Parents
- Students
- University
- Business and Industry
- School Counsellors
 - They are in a position to sell your program and would like to be included.

Working with Colleagues¹

We cannot project a positive attitude if we don't have one. Before we can communicate with students, teachers, and parents, we have to maintain positive P. R. among ourselves. As a school staff we have to work together.

You obviously are doing a great job. You say that you:

- participate in staff meetings.
- meet regularly with fellow staff and Industrial Education teachers to discuss problems, and successes.

¹Adapted from **Communication Ideas for Tucson School District 1.**

- take part in student-faculty groups and sessions.
 - let the principal be the leader, and conversely, that principals let staff help them by getting their views.
 - share teaching techniques and materials
 - return what you borrow.
 - communicate with other teachers and classes through inter-class/program activities.
-



You obviously are
doing a great job.

A personnel director once told a new employee, "You may not like everyone here, but you must get along with everyone." We think it is better to compare our schools to families. As a family we must live together, respecting each other and helping each other.

The Leading Role

The very nature of the Industrial Education programs, with their relatively high degree of student interest and, generally, a public attitude which favours programs that are practical in nature gives the Industrial Education teachers significant advantage over his non-Industrial Education colleagues. This advantage could easily enable the Industrial Education teacher to become a leader within the "school" and an outstanding contributing participant in the intra-school partnership.

Some examples of activity ideas that could place the Industrial Education teacher into this leading role are:

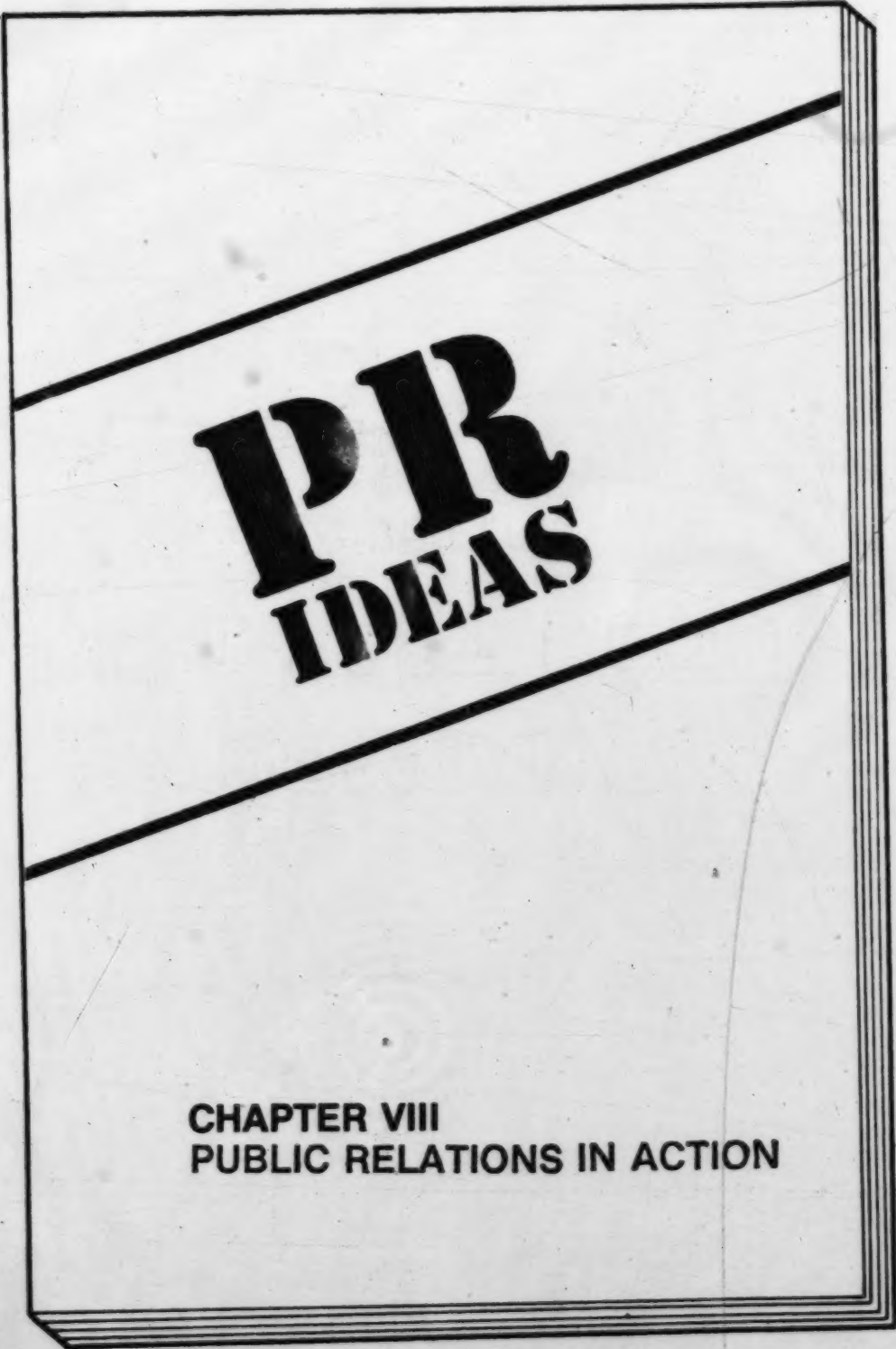
1. Make a deliberate attempt to work with academic teachers in reinforcing their discipline. For example, the various aspects of the English program may easily be reinforced by paralleled activities in the area of Graphic Communications. The imagination quickly runs wild with the numerous possibilities. The same holds true for other academic courses and other Industrial Education programs that could be "synchronized" or paralleled to reinforce each other and provide the student with a higher degree of program relevance and motivation.
2. Initiate visitations of feeder school teachers. Principals can be encouraged to arrange for planned visits from feeder school staff to provide them with an informative orientation and familiarization with programs available to students coming into their school.

3. Initiate visitations to feeder schools. This is the reverse of the above. Here the Industrial Education staff may take the initiative to visit their feeder schools, review the programs offered and initiate liaison for future program planning. Even if nothing else was achieved, the visit would immediately provide the feeder school with some idea of program available to their students in the near future and to demonstrate that someone has taken an interest.
4. Introduce courses for colleagues. Industrial Education teachers at all levels are in the unique position to provide colleagues with programs that would otherwise have to be taken at formal training institutions which may or may not be accessible to colleagues. For example, a short course on photographic dark room practices could draw a great deal of interest and simultaneously provide participants with an inside view of one facet of the Industrial Education program.
5. Arrange an academic colleague tour of your Industrial Education facility. The resulting surprise may be mutual: colleagues do have a great deal of interest in other programs in their school and may be amazed as to the degree that technology has out-paced them.
6. Do not forget about the importance of maintaining a rapport with the custodian. This is not only for the sake of having a better maintained facility but also in that these personnel are members of the school staff and community. They generally have children going to school and also have a great deal of interest in your program. For example, include them in some of the programs, courses and tours of your facility.

7. Provide for "access time" to your laboratory or facility. This "access time" may be an announced time (at staff meetings, for example) at which colleagues are invited to drop in to observe your "favorite" class in action. This "access time" may be during regular class time or during the one day after school in which students work in the Industrial Education facility. Your particular situation may lend other numerous ideas for "access time." As a point of emphasis, you must make that initial step if colleagues are to take an active interest in your program..



IF I WILL NOT PROMOTE
MY INDUSTRIAL
EDUCATION PROGRAM --
WHO WILL?



PR IDEAS

**CHAPTER VIII
PUBLIC RELATIONS IN ACTION**

The Industrial Education Product

One of the largest, perpetual P. R. features in existence, since the introduction of Industrial Arts and Vocational Education, has been the 'product' or 'project.' The image that Industrial Education produced, whether good or bad, had been determined primarily by the product the student brought home. The larger and more glamorous the product, the better the parents and community thought of the child and particularly the Industrial Education program. Conversely, the poorer the product quality, the poorer the image.

The pressure on Industrial Education teachers for quality craftsmanship at one time had been so great in some centers that in some cases the teachers themselves would manufacture much of the product. This was particularly true where products were displayed at industrial arts fairs, exhibitions or school parent night displays.

Since the introduction of the Multiple Activity Industrial Arts programs in Alberta, the emphasis on the take-home product has changed to some extent. Students enrolled in this program no longer build large, elaborate pieces of furniture. Instead, they make a variety of much smaller products from materials other than woods. Where once students spent an entire year building an elaborate desk from wood they now bring home many small products made from paper, plastics, metals and earths. The products made from these materials represent a wide variety of industrial processes and may command an even higher interest and motivation than did the products from traditional programs.

Unfortunately, parents and other members of the community who expect an elaborate piece of furniture may be disappointed. In this case the products made in a multiple activity laboratory are no longer producing positive attitudes on the part of the traditionally-minded parent/public. To cite an example, a junior high school student enrolled in an Industrial Arts program had produced a product in the plastics area using the vacuum forming process. The student proudly carried the product home, only to return to school the next day very disgruntled and unenthused about his work. The teacher, seeing the boy's change in attitude, attempted to make conversation and asked the boy what his parents had thought of his product. His reply was curt, "My mother said it was garbage and threw it into the basement." Now neither the teacher nor the student were enthusiastic.

This example illustrates the need for P. R. with parents, particularly when something new is instituted, such as a multiple activity organizational pattern for Industrial Arts. The student in the above example was unable to articulate the reason(s) why that particular product was produced, or how, for the first time in his life, he was able to participate in and understand the plastics vacuum-forming process. Teachers must be aware of the limit to which their students can accurately communicate with their parents to describe what it is they are doing in Industrial Education and why. Student products could be an excellent P. R. tool -- there are certainly enough products sent home. However, these products in themselves cannot communicate the purpose and goals of Industrial Education to parents, and all the other people in contact with

students and their products.

The question that comes up now is -- "Well, what does a teacher do?" The answer comes in two parts and it's simple.

The first is obviously to avoid repeating the same product, year after year, until everyone is bored with it. The solution is simply to rotate the products and keep on the lookout for new products that illustrate similar processes. The commercial world is full of ideas.

Secondly, avoid letting products go home 'naked'. Few consumers would ever purchase a commercial product that is improperly finished, unpackaged and without any explanation of its purpose or operation. The section, 'A School Community Relations Program', following in this chapter, develops this idea/concept further.

Product Ideas and Considerations

- vary the products produced in one area. Avoid the use of the same product year after year.
- use commercial and current product ideas.
- do not underestimate the need for a good finishing process.
- consider packaging of products as an important process.
- encourage product and process sharing and brainstorming as one professional activity.
- consider student interest when designing product production.

- consider side implications **before** proceeding with new products. A very high-interest product to students may prove to be disastrous in terms of P. R. when parents or community are considered. An operable model of a miniature cannon with a 50 caliber bore, is one such example.

A School Community Relations Program

The commercial world has held a lesson for Industrial Education teachers -- 'include merchandising' as part of your program. One of the most successful, planned, innovative P. R. programs to have been attempted in the province of Alberta was the School Community Relations Program (S. C. R.). This program was promoted by the Edmonton Industrial Education Regional Council and piloted by twenty Industrial Arts teachers of the Edmonton Separate School District in 1974-75.

The S. C. R. system utilized a very simple approach used extensively by industry and business in product merchandising. Essentially, the basic components of S. C. R. were:

1. students' products that were properly 'finished'
2. attractive, functional packaging
3. personalized messages to parents included in the package
4. attractive, personalized labelling.

The key element to S. C. R. was to provide parents with information that described the purpose of the product, the processes used in its manufacture and a brief explanation of the Industrial Arts program in which the product was produced. The P. R. system reinforced the purpose of the Industrial Arts

program and the reasons for the laboratory activities. Furthermore, it assisted these students in verbalizing to parents what they were accomplishing in the Industrial Arts laboratory. This single P. R. system accurately exposed Industrial Education programs in a positive light to two of the most important publics -- the students and parents.

Appendix 'B' has a more detailed description of the S. C. R. program. Additional 'how-to-do' information is provided in the 'Junior High Industrial Education Guide', published by Alberta Education in 1976.

As an added note, the aforementioned curriculum guide provides a concise procedural plan for integrating the topic of "Consumerism" into a program of studies. This topic expands on the S. C. R. system and may be located in this curriculum guide under the section 'Synthesizing Modules', p. 129. Should further assistance be required in implementing the S. C. R. program or the 'Consumerism Module' the following may be approached for assistance:

1. Your Industrial Education Supervisor, or
 2. Your Professional Development organization.
- One such organization is the Industrial Education Council, a specialist council of the Alberta Teachers' Association.

The Student Organization

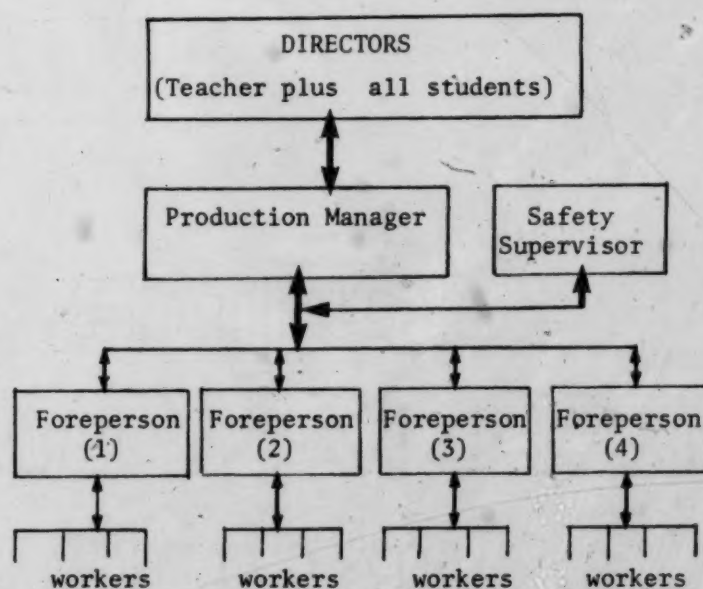
Student organization is one topic which borders on both organization and P. R. In fact, to a great extent organization is a major facet of P. R.; thus an overview of this topic is presented in this section.

One of the most important aspects in maintaining student morale and interest is the efficient operation

of laboratory or shop programs and activities. This includes not only the instructional and product activities, but also such activities as the starting of laboratory operation, materials issue, control, clean-up, maintenance, and dismissal -- to name but just a few.

One example of a system by which a laboratory and student organization can be efficiently operationalized is through the use of a simplified industrial management hierarchy approach (see page 80). The system entails that students actively role play and simulate an industrial organization. Organizational titles such as production manager, safety supervisor, foreman, and others, may be designated to students who are held accountable for their respective job titles. This pupil personnel system, when operationalized at a junior high level, could enable the class to operate at a much higher level of independence. Non-instructional activities such as attendance, maintenance, record keeping, tool control, limited peer instruction, supply control and countless other activities can be performed independently of the teacher. The teacher's role is directed primarily to that of instruction and as a resource person.

Subsequently, the organized laboratory activities should reduce student frustration, improve productivity and increase a sense of student responsibility. This in turn can produce a greater sense of student accomplishment and pride. Consequently the public image of Industrial Education could not help but improve.

CLASS ORGANIZATIONAL SYSTEM

Post script. The Edmonton Area Industrial Education Regional Council, a regional of the Industrial Education Council,¹ had conducted a how-to-do seminar on the topic of Laboratory/Shop organization. It is possible that such a seminar could again be conducted on demand.

The Show Case

Internal Displays. Most Industrial Education facilities have access to a show case(s) either in the laboratory or within the school. The in-laboratory or shop show case is an excellent P. R. feature for a number of reasons. A well-designed display is an excellent method of promoting student interest in future program activities. Another purpose of the show case is the displaying of good quality products as an example and reference for students. These products provide an invaluable visual motivation and reference as to what a finished product should look like. Students generally find it difficult to visualize a product from a scanty product plan sheet. Consequently, a good product display contributes to both interest and motivation.

A show case located near the entrance of the laboratory also serves as an excellent diversion and program information dispenser to a waiting visitor. However, the inside show case remains primarily an internal P. R. feature and should be directed primarily to the internal audience (the student) and the occasional visitor.

¹The Industrial Education Council mentioned here is a specialist council of the Alberta Teachers' Association, 11020 - 142 St., Edmonton, Alberta, Canada.

External Displays. The out-of-laboratory (or shop) show case is an equally excellent external P. R. feature. It serves as an excellent P. R. display for the elementary students (if the school should have elementary classes) who cannot wait to get into junior high and take Industrial Education. It can also serve as a recruiting display at the high school level where students choose various programs and course electives. To other publics, such as community groups who use the school facility, and all other visiting external publics, this show case serves as a perpetual, communications device.

Unlike the 'inside' show case, the external display requires somewhat more care and attention, with displays specifically tailored to the non-Industrial Education publics. If the school does not have a show case allocated to the Industrial Education department, there are invariably well-located, underutilized show cases available for the mere asking!

The actual displays can be centralized on various themes taken from the learning activities of the Industrial Education program. Care should be taken to avoid a mixed clutter of products. A display should center, for example, on a theme from a single area of the program, to illustrate both the product and processes performed and how they relate to the world of work. The message of the display should be evident and attractive in order to appeal to the viewers.

For a display to remain dynamic it must be changed periodically. This immediately places some strain on the teacher's time and work load. However, 'student power' may be the main resource for a teacher to minimize this added work load. In

addition, other departments within the school, such as the Art Department, may very well be interested in assisting the student display team in designing an enviable, eye-catching display with minimal time investment on the part of the Industrial Education teacher.

Displays do not necessarily have to stay inside a school. They can be extended into the community, to reach a variety of external publics who may or may not be connected with education. Displays may be placed in public facilities such as commercial stores, shopping malls or exhibitions that have a high volume of public traffic.

Summary of Suggestions for Displays¹

Focus - stay with one theme.

Simplicity - people spend little time viewing a display. Keep it thought-provoking.

Title - provide the display with a short title. This will usually arouse interest in the display.

Visible - ideal displays should be at eye level.

Sequence - help the viewer follow the points in the display by utilizing a left to right and top to bottom arrangement.

Space - allow the display to breathe, avoid clutter.

Borrow - commercial displays offer excellent ideas. Industrial Education laboratories and shops have a wealth of high impact display possibilities.

¹Adapted from D. Bagin, *School Communication Ideas that Work*, p. 71.

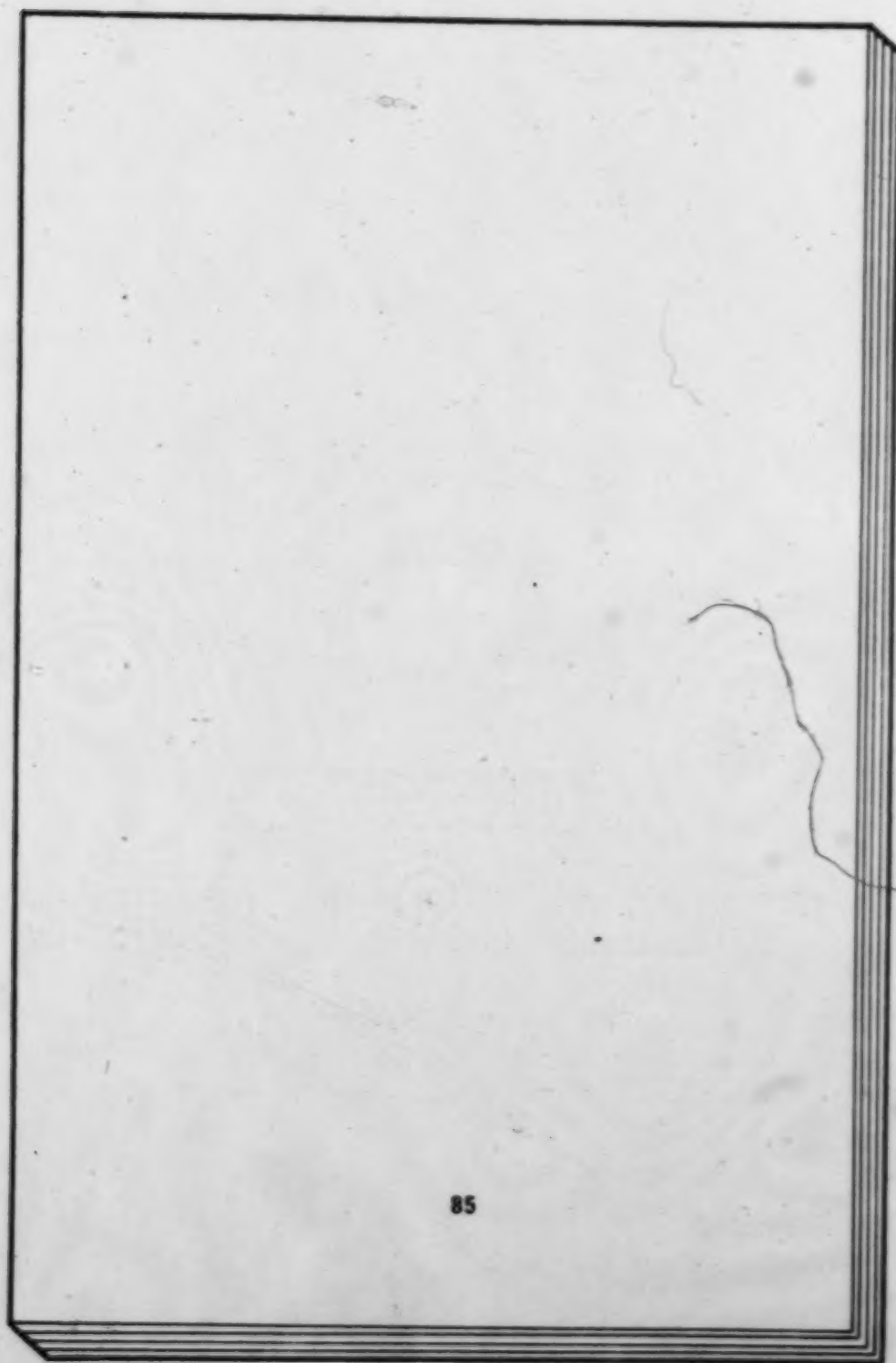
Opportunity - ask your display viewers to do something after they have viewed the display -- the message may simply suggest program support.

Frequent - change the display frequently.

Other Examples of P. R. in Action

The following are examples of additional P. R. action ideas. To this list the reader may wish to add other ideas that have come to mind. A convenient blank page is included for this purpose. This list may prove to be invaluable for quick, personal future reference.

- Educational T. V.
- In-school video-taped programs for use internally or externally (e.g. parent groups.)
- Printed book markers with an Industrial Education logo and brief message. These may be used for school and other libraries.
- An offset-printed handbook entitled: "This is your child's Industrial Education Program" at _____ school.
 (a) a format or guide for this type of handbook may be developed by an interested Industrial Education teacher committee in co-operation with an Industrial Education Supervisor and the public relations personnel from your school system.
- Students may host displays at conventions.



PR IDEAS

**CHAPTER IX
FEEDBACK AND EVALUATION**

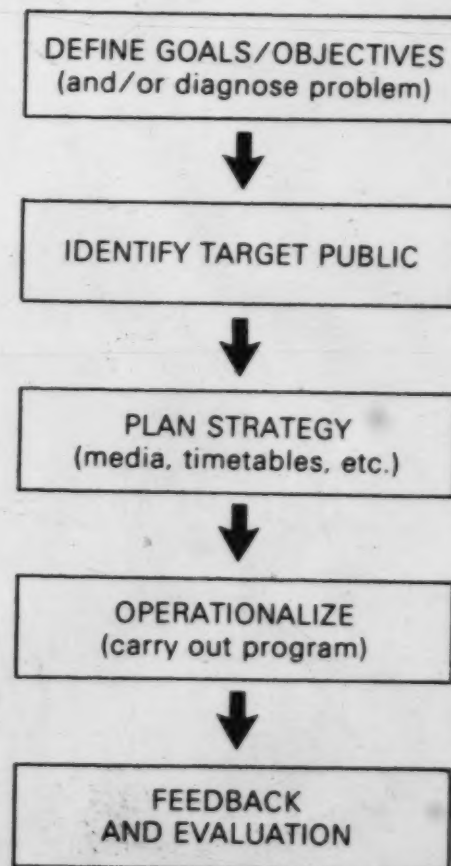
The Need for P. R. Evaluation

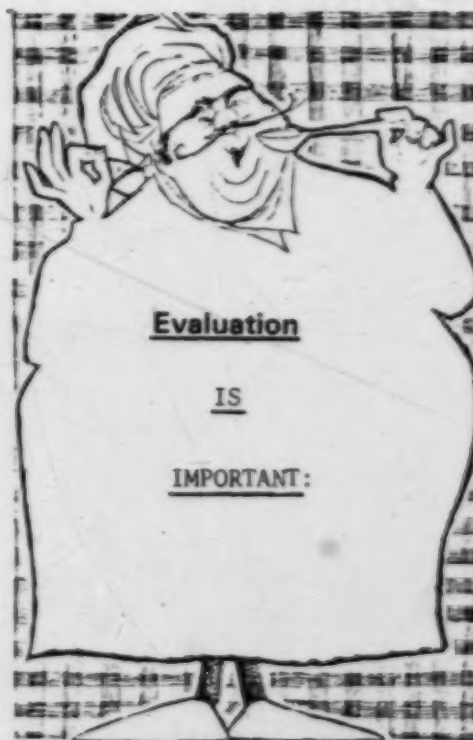
Most Industrial Education teachers will acknowledge that they have considered and participated in some form of P. R. activities. However, they seldom consider the ways and means by which feedback may be obtained to determine the public's knowledge about or attitudes towards Industrial Education programs.

Teachers often have the tendency to talk at their students, parents and other people rather than listen to them. Too often, teachers will preoccupy themselves with the job of teaching so much so that they become insensitive to what people think of their programs and their performance as teachers. They may counter this by arguing that they do talk to their colleagues about mutual professional problems and that they do discuss ways of improving their instruction. However, this selected feedback from this isolated group, which may be considered internal evaluation, is hardly an indicator of what other publics (including students and parents) in the community are thinking about a particular instructional program.

Like the other components of a P. R. program, an accurate feedback process will not occur by itself. It will take some effort -- effort that will be well worth the time and effort. For example, a good two-way communications flow will enable a teacher to identify problems students are encountering in a particular part of their program. These problems are seldom identified by the typical paper and pencil test or examination. A planned system of feedback from parents, for example, may show a variety of things, such as support for a laboratory dress code

P. R. System Planning Stages





- To determine the effectiveness of the P. R. system or program.
- The feedback provided through evaluation provides the necessary information to improve, correct or modify the P. R. program.

or attitudes toward specific programs.

Feedback can also take the form of valuable information. Suppose a particular parent has toured a number of industrial manufacturing companies in another country and would be very interested in presenting a slide show and talk. Or, suppose another parent manages a steel fabricating company and would like to dispose of 1 ton of sheet steel at no charge. A planned feedback system would not only alert teachers to resources such as those just mentioned, but more important, would maintain open channels of vital communication between Industrial Education, school administration, students and the public.

In addition to just serving as valuable information, evaluation that is external adds credibility to the program. Teachers may capitalize on universities or organizations of industry to assist in program evaluation. These are but 2 sources of excellent evaluation assistance. Some internal as well as external evaluation should always be sought.

How to Evaluate

Forms of evaluation. There are two forms of evaluation which can be conducted. These forms may be classified as (1) formal, and (2) informal.

The first form includes all the methods of formally evaluating a P. R. system. These may include the use of public opinion questionnaires or surveys. Research techniques may be employed to measure or assess the effectiveness of a P. R. system and to measure the public's attitude after having been involved with the system.

The second form is a non-research oriented system which utilizes teacher observation. There are

FORMS OF EVALUATION

	INTERNAL (1)	EXTERNAL (2)
Formal (A)	(A,1)	(A,2)
Informal (B)	(B,1)	(B,2)

numerous indicators that are continually present and radiate from a school system and community that may be used as measures of public opinion, support and concerns. Some of these P. R. indicators may be considered indirect and may manifest themselves in other forms.

Some examples of P. R. indicators are:

- parent knowledge of Industrial Education
- class size (whether excessive or not)
- administration understanding and degree of support
- staff understanding and support of Industrial Education
- student attitudes (positive - negative?)

Each of the forms of evaluation could be conducted on two different levels. These levels are (1) Internal or (2) External. The internal evaluation would be conducted by personnel associated with Industrial Education in the school. External

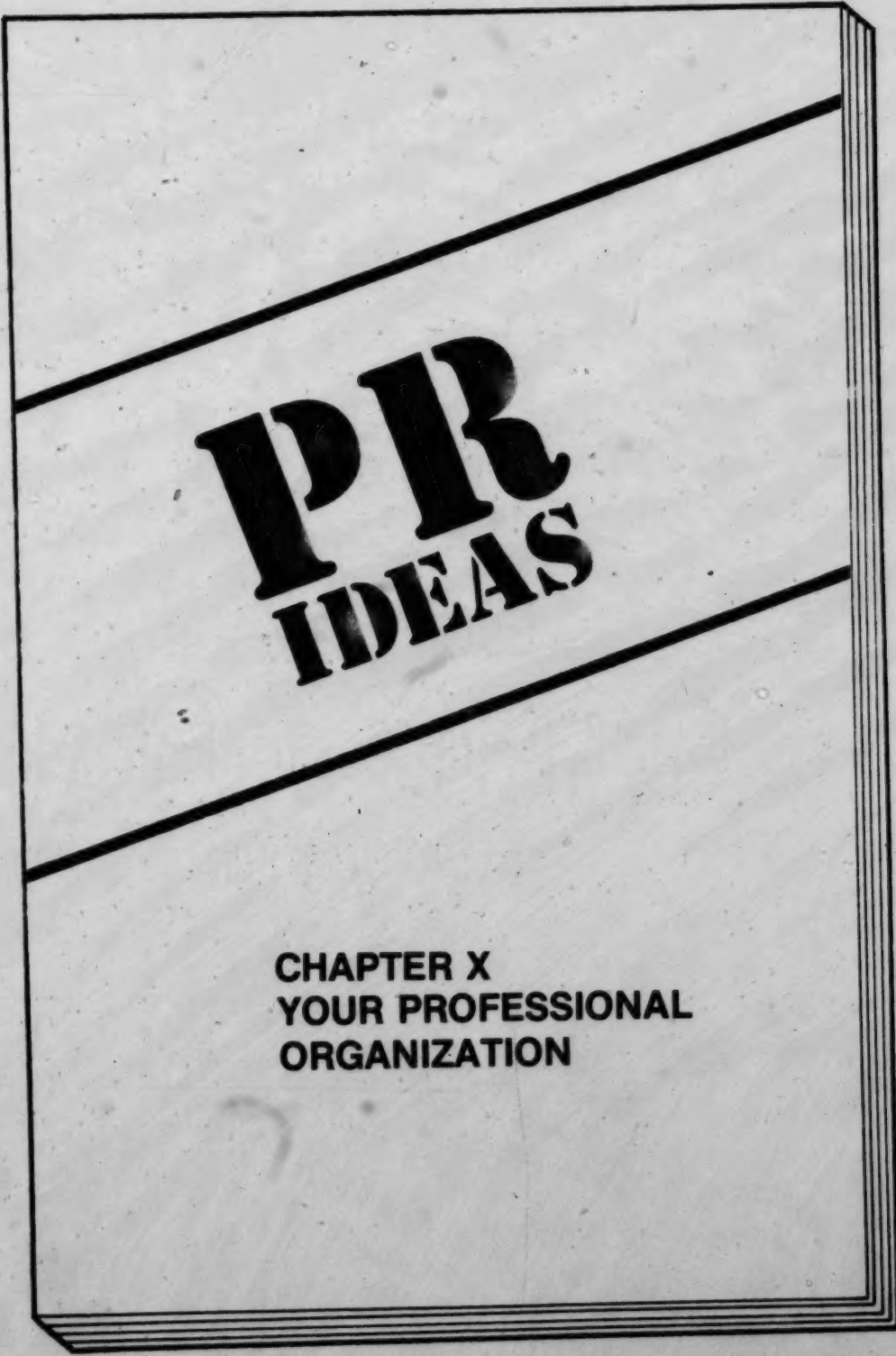
evaluation would be conducted by personnel from outside the school (e.g. a Provincial or Federal Department of Education.)

With varying conditions in Industrial Education the teacher may not have the time or resources to conduct a formal survey/research study to accurately determine the state and effectiveness of P. R. For this reason the personal, informal observation technique may have to be used and may adequately meet the teacher's needs. However, in using the latter evaluation method, the following comments should be taken into consideration:

1. Professional organizations (such as Industrial Education councils or school board supervisors) may be considered and requested to co-ordinate or conduct program evaluations.
2. Colleagues may be requested to evaluate your program(s). This may be accomplished by requesting a colleague to visit your facility during his free time to observe and make recommendations. The same may be done in return.
3. Teachers can be instrumental in initiating evaluations through governmental departments of education or through a local university. This would alleviate any personal burden on the teacher.
4. Personal observation may or may not be accurate in terms of sensitivity or accuracy. Prejudging conditions and situations should be avoided as much as possible.



School P. R. must be based on a two-way communication. It is necessary for schools to do more than disseminate carefully controlled information; they must listen to the community and provide information as required or requested by the community.



PR IDEAS

**CHAPTER X
YOUR PROFESSIONAL
ORGANIZATION**

Industrial Education Councils

In view of the ever increasing demands placed on Industrial Education from numerous directions, it may become a matter of personal and professional survival to find means of maintaining strength, stability and support.

Fortunately, Industrial Education professionals have maintained excellent support organizations. These organizations have been comprised of concerned Industrial Education personnel who have joined together to deal with mutual concerns. P. R. has been one such concern.

An example of one such organization is the Industrial Education Specialist Council of the Alberta Teacher's Association in the Province of Alberta, Canada. One of the major objectives of this council is to improve Industrial Education by increasing its members' knowledge and understanding of their specialty fields. Activities which support this objective are: annual conferences, seminars, publications, educational studies and a variety of other activities which provide opportunities to share concerns and ideas with colleagues.

The Council is operated by teachers who volunteer (or who are elected) to serve on the executive or as representatives who plan the program and activities of the Council. The Alberta Teacher's Association provides financial assistance to the Council through grants that support the various professional activities and programs. The Council does levy a minimal fee on its membership; however, the various services provided from the the added grants provided from the Alberta

Teachers' Association, make this organization a profitable venture for teachers.

The Industrial Education Council is also made up of a number of Regional organizations which have diversified the parent organization and which have serviced the specific needs and concerns of local areas.

Other Professional Organizations. Although the preceeding discussion has centered on the Industrial Educational Councils as an example, the professional activities mentioned are not exclusive to this type of organization. Other professional organizations do exist, from the local through to international levels. A few such examples of professional organizations are: The Canadian Vocational Association (C. V. A.), The American Vocational Association (A. V. A.), Epsilon Pi Tau Inc. (E. P. T.) and others that are available to Industrial and Vocational Education, general and specialty areas.

The decision remains with the individual teacher as to which organization to join and at what level to become involved. Subsequently, that organization will reflect its viability to the level of personal commitment and involvement of its members.

Professional Commitment

As a further explanation of the rationale and purpose of professional organizations, the following article is reprinted from an Industrial Education Regional Council Publication (March 31, 1977, p. 7):

In order that the Industrial Education profession can continue to grow and play a more important

formative role in the education of our younger generation it is necessary that I as a teacher/professional reassess my role within my profession. This reassessment may be in terms of my aspirations, commitments and goals. The consequence of this reassessment and subsequent commitment (or non-commitment) may very well in the near future determine:

1. My professional direction.
2. The direction of Industrial Education as a profession.
3. And possibly the survival (or not) of Industrial Education.

The Regional Council of the Industrial Education Council believes that the weight of the various problems faced within Industrial Education can be lightened, if not eliminated, if each member actively supports and participates in their professional organization. Only through direct or indirect involvement, channeled through and co-ordinated by the Regional Council, can we receive maximum impact with a minimum of time invested. Not only will this provide those involved with more personal time for our families but also insure professional survival and growth.

Through extensive surveys of in-service Industrial Education teachers and through liaison with other professional organizations (such as the Industrial Education Council) numerous programs, and representations, have and are continually being made on behalf of Industrial Education teachers. The Regional Council continues to remain open to suggestions, comments, recommendations and even criticism from Industrial Education teachers in

order that it may continue to develop and improve on all areas of co-ordinated professional activity.

The opportunities for various forms of participation in your professional organization are numerous; the rewards and benefits are real and represent a direct profit to you and your profession.

On behalf of the Regional Council Executive I would like to thank all those who have taken part and assisted in the planning and operation of our regional activities.

(D. Soldan, 1977.)
President
Edmonton Area
Industrial Arts
Regional Council

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APPENDICES

APPENDIX A

AN INDUSTRIAL EDUCATION DISPLAY

During Alberta's annual "Education Week" (March 11, 12 and 13, 1971) the Industrial Arts teachers and students from the Edmonton Separate School District participated in a Public Relations campaign under the direction of the Industrial Arts Teachers Public Relations Committee. This committee consisted of six Industrial Arts teachers who were concerned with Public Relations. The major function of this committee was to provide other teachers in the system with suggested guidelines on how to improve their Public Relations with the total community -- students, staff, administrators and parents. After a considerable number of approaches to public relations had been analyzed, the idea of an "Industrial Arts Exposition" was accepted.

The original proposal for an Industrial Arts Exposition had been introduced by Associate Professor A. Deane from the University of Alberta, Department of Industrial Arts and Vocational Education. His proposal was that an Industrial Arts Exposition be patterned after the "Home Show" displays which were prevalent in Edmonton during the early 1970's. The primary objective of the pilot exposition was to improve communications with the public so that they, as part of a rapidly changing society, might become more fully aware of the changes taking place in industrial arts education.

Because of the size and nature of the exposition, virtually all (24) Industrial Arts teachers of the Edmonton Separate School District took part in the display operation. It was decided that each live

display would be manned by one or two students, selected from the industrial arts programs of the school system. These students demonstrated each of the processes that were selected from the different areas of study that made up the content of the Industrial Arts program. To involve a greater number of students, both boys and girls were rotated throughout the three days that the exposition was held. An industrial arts teacher was assigned to each major display area to supervise the processes on display, to organize students, to ensure safety and to act as host for the viewing public.

The areas and processes chosen for the exposition were those thought to produce the greatest impact on the viewing public. The following 4 areas and major activities were selected:

Area: Graphic Communications

Activity: Students operated offset printing equipment. They printed and distributed a four-color separation calendar featuring a picture of the Edmonton skyline and an array of industrial arts student activity pictures on each of the monthly tear-off sheets.

Area: Electronics

Activity: This area included demonstrations of a small business computer, a variety of student performed electronic experiments, ham radio, and other facets of student study in this area.

Area: Plastics

Activity: Demonstrations included a variety of plastic manufacturing processes which included vacuum forming, injection molding, laminating, blow molding, acrylic cementing, plastic welding

and other related processes. The items produced were then distributed to the public.

Area: Power

Activity: Included conventional power applications such as small steam, electrical, gas and diesel engines. The demonstrations also included model rocket building and a display of launching equipment.

In all of the above areas a full array of supporting instructional materials including print and non-print media materials were displayed in conjunction with the activities being performed. In addition, an extensive static display was situated in the center area of the shopping mall. The central display area was arranged by the Instructional Materials Center and featured a continuous slide showing of Industrial Arts processes and static exhibits of student-made products, all of which illustrated, in totality, the Industrial Arts program offered in the Edmonton Separate School District.

Some of the outstanding features of this mammoth public relations venture included the following:

1. The Southgate Shopping Center provided the space, students' meals and helped finance the project.
2. Local industries supplied materials, equipment and finances.
3. It was estimated by the supervisory personnel of the Edmonton Separate School Board that, in conducting the exposition, the 20 participating teachers contributed in excess of 806 hours of their personal time.

4. The total mileage used for student, staff and equipment transportation was estimated as 2,160 miles.
5. The total outright expenses billed to the School Board were \$83.00.
6. The estimated value of equipment used in the shopping mall display was \$44,100.

In order that some evaluation be conducted of the exposition, the Edmonton Separate School District Public Relations Department administered a questionnaire, at random, to the viewing public. The following questionnaire was administered during the three days of the exposition. A tabulation of the responses accompanies each of the individual questions.

Industrial Arts Display Survey

Tabulated March 29, 1971

A total of 32 cards had been received from a total of 129 cards handed out.

1. Do you approve of this kind of presentation?

Yes 32 in part - No -

2. Would you like to see similar displays in other public places?

Yes 28 Occasionally 3 No -

3. Do you have a better understanding of Industrial Arts as a result of the display?

Yes 25 Some 5 No -

4. Did you get the impression that the display was costly to put on?

Yes 7 Don't know 15 No 10

5. Can you recall who put on the display?

Edmonton Separate School District - 30

Public School District -
Both 1 No answer 1

6. Did you come to Southgate especially to see the display?

Yes 20 No 11 No answer 1

7. Do you have children in school?

Yes 19* No 13

8. How many of your children take Industrial Arts?

10

*Of the 19 parents with children in school, 9 were in the Edmonton Separate School District.

APPENDIX B

A DESCRIPTIVE ANALYSIS OF THE CONCEPTION AND DEVELOPMENT OF AN INNOVATIVE SCHOOL COMMUNITY RELATIONS PROGRAM.

The School Community Relations (S. C. R.) program had as its predecessor a program known as Program S. S. (acronym for "super sell".) This particular program was devised to literally sell the Industrial Education program for the Edmonton Separate School District. As originally conceived Program S. S. was to incorporate a method used by the industrial/commercial sectors to promote a product through a variety of marketing and merchandising techniques. One of the techniques was for each student to attractively package his/her Industrial Arts product prior to taking it home. The package would act as an attention-attracting vehicle for the individual receiving the package, and would contain personalized information about the process involved in making the product, as well as the learning involved in producing the product.

Through Program S. S., each and every Industrial Arts student became a P. R. agent who came into contact with other students and teachers of the school, parents, relatives and other members of the community. These unpaid P. R. agents came in contact with and were able to influence the general public as to the effectiveness of the Industrial Arts program. Individually, the P. R. agents were carrying to the various publics a well-prepared, attention-seeking package which contained accurate

information that communicated in positive, acceptable terms the Industrial Arts program of their school.

Illustration 1. shows the scope of possible contacts and the feedback which can be used to provide information to analyze an Industrial Arts program for the purpose of improvement and modification.

Program S. S. included a number of Public Relations components suitable for a school setting. These components included:

1. Student involvement
2. Student learning and experience
3. Public awareness and concern
4. Parent education
5. Total involvement
6. On-going, and
7. Limited cost.

The initial proposal was made by D. Soldan to the Industrial Arts Regional Council of the Alberta Teachers' Association, the Edmonton Public School Industrial Arts teachers at their general meeting, to supervisors of the Edmonton Separate and Public School Districts and to A. A. Day of Alberta Education, Government of Alberta (i). Following this illustrated proposal is a reply from A. Day which provides a summary of the proposal, in addition to providing a concise perspective of its merits (ii).

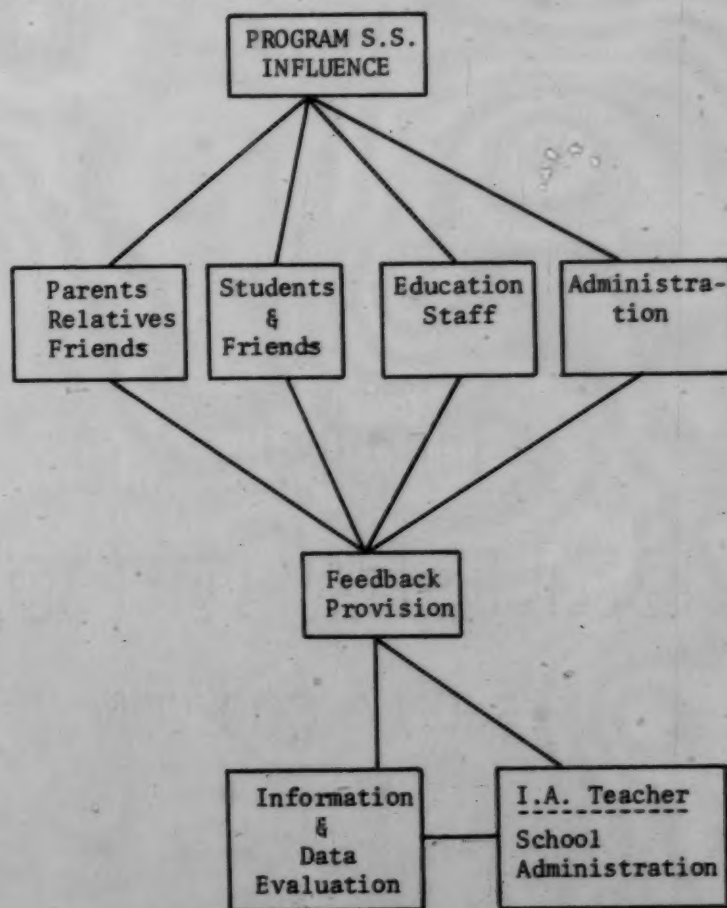
- (i) Program S. S. Presentation

The Problem

During the past few years (post Southgate) we, as teachers and administrators of Industrial Arts, have

ILLUSTRATION 1.

Program S. S. - Its Direction of Influence and
Feedback



not made any universal attempt to reach our public to make them aware of our program's purposes, objectives or goals.

Also, during these past few years, the image of Industrial Arts has suffered, because the products (made by the students) which have reached the public, have not done justice in selling or promoting the I. A. program.

As a contributing result of this poor public image, Industrial Arts is suffering from restricted budgets, limited parent interest, decrease in student interest and most important of all, classroom overloads. Any major attempt by teachers to promote their labs eats up a tremendous amount of time; and, any major advertising campaign would cost the Industrial Arts department many thousands of dollars and would only reach a limited public. A promotional campaign of the magnitude of Southgate would involve tremendous co-operation amongst all teachers and would still reach only a limited viewing public. Yet those people whom we wish to reach and who need to be reached the most, will be missed. What is needed is some medium by which we could contact the public that needs to be reached and do it in a manner which is economical both in time and expense.

Rationale

If Industrial Arts continues at its present level of effectiveness, we as I. A. teachers must expect a deterioration in the programs we now offer and possibly an eventual elimination of those programs altogether.

If our programs are to remain viable, we must make an attempt at informing as many different people in as many different ways as our energy and ingenuity will permit.

If an effective public relations program is to be instituted, it will require the co-operation of many teachers to institute a program (which we are about to propose) throughout the city.

If we are to institute an effective public relations program, we must look to industry to provide the guidelines for such an undertaking.

Industry

Problems similar to ours have been solved by our industrial counterparts; these people may hold a possible solution to our present dilemma.

Advertising plays an important role and invariably determines the survival or demise of a product, a market or an industry. Media is the classic method by which industry promotes its products. But media has one major drawback -- its exorbitant costs.

One advertising and merchandizing technique invariably used by all manufacturers in an infinite number of forms is packaging.

"APPEALING PACKAGES SELL A PRODUCT"

Our proposal called "PROGRAM S. S. " will, we hope, accomplish the following:

EXPLANATION - to provide students, staff and parents with information on the Industrial Arts program.

EDUCATION - to provide an insight for parents into

the learning process in which the student is involved.

PROMOTION - to stimulate public interest in the Industrial Arts program.

INVOLVEMENT - of teachers, students, and parents in the I. A. program.

EXPOSURE - of the I. A. program to parents and, in turn, to a more general public.

This program will be continually "on going"; it will involve a minimal expense to the I. A. program and it should give the I. A. program maximum public exposure for its dollar.

(ii) Letter addressed to the Industrial Arts Regional Council:

After carefully weighing your idea and presentation of April 1, 1974, I feel that the following positive outcomes would result from a project such as that proposed:

- A. The project is practical from a time (teacher, student,) cost involved and effort required standpoint.
- B. The proposal is "grassroots involvement" which is far more practical and beneficial in all aspects than any system or provincial endeavors.
- C. The proposal is innovative and carries an appeal because it is something new, and "new things" are "catchy."
- D. The proposal is based on proven success in the industrial world.
- E. Packaging and merchandizing (consumerism)

are a legitimate part of any Industrial Education curriculum.

F. The proposal will result in:

1. Better teacher-student rapport.
2. More organization of the program.
3. Better evaluation techniques.
4. More student, teacher, parent involvement.
5. Better school-home relationships.
6. More rapport for the school.
7. Better student projects.
8. Parent education.
9. Better school staff understanding of Industrial Education.
10. Very little extra time required on the part of a well-organized teacher.

G. The project will make it abundantly clear that the Regional Council is functioning and providing positive direction, and that it is therefore worthwhile becoming involved in its activities.

H. The project will greatly enhance the professional growth of those who become actively involved in its activities.

I. The project could result in a far reaching inservice program. E. g. what processes to be covered in Junior High School, projects Junior High School students can do, content organization, standardized safety education, teaching methodologies, most effective evaluation techniques, etc.

I presently see no negative outcomes that would result from your basic proposal.

If your total project materializes (as I am sure it will) you should be prepared to present the idea

provincially in November 1974, at the Industrial Education Council General Meeting.

As soon as possible, an article and pictures suitable for publication would be appreciated by the Department and/or the Industrial Education Council Newsletter.

Signed: Scotty (A. A. Day)
Supervisor of Industrial Education, Alberta
Education, Government of Alberta
(April, 1974)

Project Proposal to the Edmonton Separate School District. In order that the proposal be viewed in the best possible light the original title of "Program Super Sell" was deleted and the title of "School Community Relations" (S. C. R.) was substituted. The following reprint represents the extended proposal for piloting the S. C. R. project as submitted by M. Shykora* to the Edmonton Separate School District, October 31, 1974. The proposal includes the rationale for the S. C. R. project, objectives, organizational structure for implementation, and time lines: all formulated in terms of the original Program S. S. philosophy, in co-operation with the original steering committee (D. Soldan, R. Peel, and M. Shykora.)

*Matt M. Shykora is the Supervisor of Industrial Education for the Edmonton Separate School District.

A School-Community Relations (S. C. R.) Pilot Project in Industrial Education

During the post-Southgate era, very little was done in the E.C.S.D. with regard to public relations in Industrial Education. The usual traditional stress on education continued primarily during education week. Decentralization and increased school autonomy has produced little in public relation innovations at the school level. Due to the growing interest in the community-school concept, a universal (Southgate style) attempt to reach the public would appear to have little impact at this time.

It is therefore proposed that an innovative S. C. R., a school-community-relations, pilot project be implemented during the 1974-75 school term in all the junior high schools and in as many high schools as practical. The project, although system developed, will be so designed that it will appear as a community-school project. Strict guidelines will ensure that the message taken home reflects, and is concurrent, wherever applicable, with the objectives of Industrial Education in the Edmonton Separate School District, i. e. the development of occupational skills, personal growth and career awareness.

The proposed method will incorporate techniques used by industry in promoting their products through a variety of marketing and merchandising techniques. Industrial Arts students will attractively package one product per area prior to taking it home. On these packages will be information about the product and the learning processes that took place during its fabrication. To evaluate the effectiveness of this project, parents will be

requested to fill-in and return an evaluation sheet. Positive steps will be taken to ensure a high percentage feedback. At least three such products are expected to be sent hom before the end of the school term.

Positive outcomes could result from the implementation of this S. C. R. innovation.

1. The project is practical from the standpoint of time (teacher, student,) cost involved and effort required.
2. The proposal is "grass roots involvement," which is far more practical and beneficial in all aspects than system endeavors. It will add to the professional growth of the teacher.
3. The proposal is innovative and carries an appeal because it is something new and "new things" are "catchy."
4. The proposal is based on proven success in the industrial world.
5. Packaging and merchandizing (consumerism) are a legitimate part of any Industrial Education curriculum.
6. One hundred per cent teacher participation will be requested.
7. Every attempt will be made to involve each and every principal in schools housing these facilities.

There are approximately 3,300 students enrolled in junior high school Industrial Arts with another 1,000 in high school. If we direct this project at the grade eight level primarily, over 1,500 students

would be involved. This means potential feedback from 1,500 sets of parents, i. e. 3,000 adults. The proposed repetition of this project for three rotations would mean 9,000 exposures to 1,000 academic teachers in the thirty schools involved. The anticipated ten thousand adult exposures to this school-community-relations project appears to be of enough significance to warrant implementation. Budget requests are minimal as reflected in the 1975 budget request.

Objectives of the School-Community-Relation (S. C. R.) Pilot Project

1. To provide the community with information about their schools and new developments in education.
2. To improve the channels of communication between the school staff and the parents through the evaluation of the school's S-C-R pilot project.
3. To maintain and build community support for the school and its program through an on-going exchange of information between the school and the community.
4. To provide students and parents with information that will assist the student's exploration of career opportunities.
5. To help the students, parents, and teachers better understand the relationship of practical arts activities to academic subjects.

(Oct. 31, 1974)

Summary

Components of the S. C. R. Program. A display of the actual product labels, parent messages and questionnaire are shown in Appendix "C". Where applicable, students would complete their work by attractively packaging their products by using appropriate methods. Most important, and the feature of this public relations tool, the package would include the personalized parent message.

Pilot Project Analysis. The S. C. R. pilot project had been initiated in 18 junior high schools and 2 high schools of the Edmonton Separate School District at the end of 1974. By March, 1975, the pilot project had been completed with all parent replies returned for tabulation.

Synopsis. Since this innovative public relations program had been conceived, it had matured into a pilot project, had been tested in 20 schools, and had been evaluated. The program has now become an integral part of numerous Industrial Education programs and in 1976, has become part of a 'Synthesizing Module' in the Alberta Education curriculum guide for Industrial Education.

It is difficult to isolate a primary reason for the success of the S. C. R. Program. However, two reasons do emerge strongly: 1) the sincere effort and co-operation of all the teaching staff involved in the planning and implementing of the project, and 2) the parents and associated public had received a high quality, packaged product (a teaching/learning vehicle) with a personalized explanation of their son's/daughter's endeavors in the Industrial Arts Program of their school.

ILLUSTRATION 4

A SAMPLE COPY OF THE PARENT QUESTIONNAIRE

Dear Parent:

We are interested in your reaction upon receiving this project. Would you kindly respond to each of the questions and return the questionnaire to your school's Industrial Arts Lab.

1. Are you receiving enough information about the Industrial Arts program at your child's school?

Yes

No

2. Did you find the information on the package helpful in explaining the purpose of your child's efforts in Industrial Arts?

Yes

No

3. Would you like to see this practice continued?

Yes

No

4. While Industrial Arts does not train a student in a specific occupation, it is the intent of the Industrial Arts program to give your child some idea of the world of work. Do you feel that your child is being helped in this manner by the Industrial Arts program?

Yes

No

5. Additional comments or suggestions.

APPENDIX C**EXAMPLES OF S. C. R. LABELS AND
PERSONALIZED MESSAGES**

Two of the main features of the S. C. R. (School Community Relations) program were: (1) the product labels used on the packaged products and (2) the personalized message to parents that was included in the package. Following are reprinted examples of the labels and messages developed by the Industrial Education teacher staff and Public Relations Committee of the Edmonton Separate School District:

message minder

School



Community

A Product of Industrial Arts

 My Graphics Product

Hil My name is

This is a memo pad and I didn't buy it! Would you believe -- I made it! Would you like to know how? Cause I'd sure like to tell you. Don't let the simple looking design mislead you. There are actually quite a number of things that I had to know how to do before I could make this.

First of all I had to come up with a design and a message. Of course these had to be quite accurate and concise.* After all this, I was told I had to take a picture of these. This meant I had to learn not only how to take a picture but also how to develop the film, dry the negative and enlarge it on an enlarger. This last step was necessary because the negative had to be the same size as the memo pad. Then once I got the negative to the right size, I had to prepare it for reproducing copies by making what is called a "master". I used the prepared master, put it on a printing machine (called an offset duplicator) and made many copies. A few of the copies didn't turn out that well so I removed them. The good quality copies had to be cut to the right size and then glued together. At this point I guess you could say that I produced a memo pad - this memo pad.

Oh yes! I don't want you to get the idea that I did this all myself. Actually my Industrial Arts teacher had quite a bit to do with the whole deal. First of all he had to teach me all the skills** necessary to make this. Secondly, he had to show me how to operate the equipment and do the processes correctly. Lastly, he always was there talking about safety and I guess that's pretty necessary. From my experience I have found that making this would be pretty difficult without my fingers or my eyes. In this areas I also learned about the variety of career opportunities there are in the graphics field. I really hope that this memo pad will come in handy for you.

*My teacher's word - I think it means "short".

**Another of his words

122

Mon produit graphique

Salut! Mon nom est _____

Ceci est un bloc-notes que je n'ai pas acheté! Le croiriez-vous? Je l'ai fabriqué! Aimerez-vous savoir comment? J'aimerais certainement vous le dire. Ne laissez pas sa modeste apparence vous tromper. J'ai dû posséder plusieurs connaissances avant de le faire.

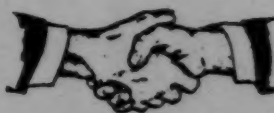
Premièrement je devais faire un plan et concevoir un message. Ceux-ci se devaient d'être exacts et concis. Après tout cela, on m'a dit que je devais photographier ceux-ci. Je devais donc apprendre à me servir d'un appareil photographique, à développer un film, à le faire sécher et à l'agrandir. Cette dernière étape était nécessaire par ce que le négatif devait être de la même grandeur que le bloc-note. Puis, une fois le négatif taillé de la bonne grandeur, je devais le préparer à reproduire des copies en faisant une matrice. Je me suis servi de cette matrice en la plaçant sur la machine à lithographie (surnommée "offset") et j'en ai fait plusieurs copies. Quelques copies ont dû être rejetées, car elles n'étaient pas réussies. Celles de bonne qualité devaient être taillées de bonne grandeur et collées ensemble. A ce point, je suppose que vous pourriez dire que j'avais produit un bloc-notes — celui-ci.

Je ne veux pas vous donner l'impression que j'ai tout fait moi-même. Mon professeur avait une main dans l'affaire. Premièrement, il a dû me donner les connaissances nécessaires. Deuxièmement, il m'a enseigné le fonctionnement de l'équipement et les processus à suivre. Enfin, il nous parlait toujours des précautions de sûreté à prendre. Par expérience, j'ai trouvé que la fabrication serait assez difficile sans nos doigts et nos yeux. Dans cette partie de mon cours, j'ai aussi connu les diverses carrières ouvertes à l'expertise des graphistes.

J'espère que ce bloc-notes vous sera utile.

bud vase

School



Community

A Product of Industrial Arts

My product in Earths

Hi! My name is

Did you realize the art of using clay products has been around for almost 5000 years?

Ceramic products can be:

- a) decorative as in modern day brick structures
- b) rugged as in high heat applications in fins for gas turbines
- c) delicate as in vases and figurines
- d) essential for magnets and computer memory banks
- e) insulators as in high tension power lines.

My ceramic product was made with slip clay (clay which is in liquid form.) The slip was poured into a plaster-of-paris mold which absorbed the water from the slip and allowed the clay to stick to the sides of it to give the product its shape. After air drying and firing at 1800°F (982°C-Celcius) the clay vitrifies (becomes glass like) and can be glazed (decorated) to make the clay product non-porous.



My product is decorated with a non-leaded glaze to prevent lead poisoning.

124

Mon produit en argile

Salut! Mon nom est _____

Réalisez-vous que l'usage de produits en argile existe depuis presque 5000 ans?

Les produits céramiques peuvent être:

- a) décoratif, comme dans les édifices modernes construites en briques
- b) bruts, comme dans les appareils thermiques pour les ailettes de turbine à gaz
- c) délicats, comme dans les vases et figurines
- d) essentiels, comme dans les aimants et les ordinateurs
- e) isolants comme dans les fils à haute tension du pouvoir électrique.

J'ai fabriqué mon produit céramique avec de l'argile liquide. L'argile fut versée dans un moule de plâtre qui absorba l'eau, tout en permettant à l'argile de coller aux côtes, pour donner la forme requise. Après avoir séché à l'air, et cuit au four à 1800°C - Celsius) l'argile se vitrifie (devient comme verre) et alors elle peut être vernie, ce qui la rend imperméable.

Mon produit est décoré d'un vernis, libre de plomb, afin d'éviter l'empoisonnement.

twenty-niner

School



Community

A Product of Industrial Arts

My Wood Product

Hi! My name is

I would like to tell you about this cribbage board which I made in my Industrial Arts class. This product is one of the many assignments which I had to complete in the industrial arts woods areas. After planning the crib board I had to square, plane and sand the stock material to its present shape. I used the drill press to bore the holes, a very fine sandpaper for smoothing, then stain and/or varnish to get the finish you now see.

For the entire product I had to follow the safety rules of the lab because safety is stressed everywhere and is enforced by a student safety foreman. I not only learned skills and safety procedures in this area, I also learned about different types of woods, wood-working tools, career opportunities and something about packaging.

Mon produit de bois

Salut! Mon nom est _____

J'aimerais vous faire part de quelques faits au sujet de cette planche de "cribbage" que j'ai fabriquée moi-même. Ce produit n'est qu'un seul parmi plusieurs que j'ai dû compléter dans la section des bois aux Arts Industriels. Après avoir tracé le plan de la planche, j'ai dû équarrir, varloper et sabler le bois à sa forme présente. Je me suis servi de la foreuse pour percer les trous, d'un papier sablé très fin pour aplanir, et finalement d'une teinture et/ou d'un vernis pour obtenir la finition que vous voyez.

En confectionnant cette planche, il va sans dire que j'ai dû m'astreindre à l'observance des règlements de sécurité préconisés dans le laboratoire, sous surveillance d'un étudiant contremaître. Non seulement ai-je acquis une certaine habileté en menuiserie, mais j'ai aussi acquis quelques notions de sécurité, de même que j'ai appris comment différencier chaque variété de bois, comment me servir de plusieurs outils à travailler le bois, comment faire l'emballage, sans oublier les différentes perspectives qui s'ouvrent pour moi dans cet industrie.

judge-set

School



Community

A Product of Industrial Arts

My Wood Product

Hi! My name is

As one part of the Industrial Arts program, I produced this wood gavel.

Since the dawn of human history, wood has provided man with shelter, fuel, tools and furnishings. This product represents my efforts to learn the operation of the wood lathe, a machine which has an ancient history with modern applications.

To produce this gavel I had to plan the product and acquire a knowledge of spindle turning, face plate turning, drilling, glueing, sanding and finishing. Throughout this process, my teacher and I were constantly on the lookout for any unsafe conditions and actions, as is customary at all times in Industrial Arts activities.

I not only learned skills and safety procedures in this area, I also learned about different types of woods, woodworking tools, career opportunities and something about packaging.

Mon produit de bois

Salut! Mon nom est _____

Durant une partie de mon programme aux Arts Industriels, j'ai fabriqué ce marteau du président.

Depuis les débuts de l'histoire humaine, le bois a fourni à l'homme l'abri, le combustible, les outils et l'ameublements. Ce produit représente mes efforts à apprendre l'usage du tour à bois, une machine d'histoire ancienne avec des applications modernes.

Pour produire ce marteau du président, je devais faire un plan du produit et acquérir une connaissance du tournage à tour, du tournage à plateau, du forage, du collage, du sablage, et de la finition. Pendant tout ce processus, mon professeur et moi nous étions constamment en garde contre des situations et des actions dangereuses, comme on est l'habitude aux Arts Industriels.

Je n'ai pas seulement développé quelques habiletés, ni appris seulement quelques procédés de sécurité, mais j'ai aussi appris à reconnaître les différentes variétés de bois et à me servir de plusieurs outils à bois. Les carrières qui s'offrent à moi et quelques notions sur l'emballage ont complété mes connaissances.

cap-snap

School



Community

A Product of Industrial Arts

My Product in Metals

Hi! My name is

This bottle opener was produced by me in the bench metals area of the Industrial Arts lab. While making this product the metal stock had to be filed, cut, polished and drilled to reach its present state. In doing so, I learned about metals, metal working tools, skills, techniques, and above all safety procedures and practices used in the metals industry.

Metals and metal technology have a great bearing on our standard of life and living. From a simple but useful bottle opener to a great earth crane used in the tar sands project, metal technology has made a great contribution to Alberta's developing economy.

Mon produit en métal

Salut! Mon nom est _____

J'ai fabriqué cet ouvre-bouteille dans la section des métaux du laboratoire des Arts Industriels. Pour la fabrication de ce produit, l'acier devait être coupé, limé, poli et percé pour en arriver à son état actuel. Grâce à ces travaux, j'ai fait connaissance de différents métaux, des divers outils, des habilités, des techniques, et surtout des procédures et des précautions de sécurité en usage dans l'industrie métallique

Les métaux et la technologie métallique ont un grand effet sur notre niveau de vie. D'un petit ouvre-bouteille à l'énorme grue en usage dans le développement des sables bitumineux, la technologie métallique a contribué d'un façon incommensurable au développement économique de l'Alberta.

snack pack

School



Community

A Product of Industrial Arts

My Product in Plastics

Hil My name is

As one part of the Industrial Arts program, I have produced the enclosed plastics product.

Just a short time ago, in the early 1900's, thermoplastic materials had started to be developed. Within the last few decades, plastics have played a major role in industry and everyone's life. Polystyrene is one of these plastics. It is tasteless, odorless, hard and rigid and resistant to most foods, drinks and usual household materials.

We see it most commonly as toys, kitchen food containers, combs, flashlight cases, refrigerator parts, wall tile and numerous other applications.

In order to produce this enclosed product, I had to become familiar with the vacuum forming process as well as safety practices in the use of equipment. The plastic sheet stock had to be measured, cut, trimmed, filed buffed and packaged. It is in this way that I was able to explore one more facet of industry. Vacuum forming is one of many processes found in the plastics industry. Some of the other processes are injection, extrusion, casting and molding. There are many career opportunities in each of these processes.

I really hope that this plastic product will come in handy for you.

Mon produit en matière plastique

Salut! Mon nom est _____

Durant une partie de mon programme aux Arts Industriels, j'ai fabriqué le produit ci-inclus.

Voilà quelques années, c'est-à-dire au début des 1900, les matériaux thermoplastiques commencèrent à être développés. Depuis plusieurs années, les matières plastiques ont joué un rôle majeur dans l'industrie et dans la vie de chacun. Le polystyrène est une de ces matières. Il a ni goût, ni odeur. Il est dur et rigide. Il résiste à la plupart des aliments, breuvages et matériaux domestiques usuel.

Nous le découvrons ordinairement dans la fabrication des jouets, des récipients culinaires d'aliments, des peignes, des lampes de poche, des pièces de réfrigérateurs, des tuiles et de plusieurs autres appareils.

Dans la fabrication du produit ci-inclus, j'ai dû me familiariser avec le processus de moulage par le vide, en plus des principes de sécurité dans l'usage de l'équipement. La feuille de matière plastique devait être mesurée, coupée, taillée, limée, polie et emballée. C'est de cette façon que j'ai pu explorer un autre aspect de l'industrie.

Mouler par le vide est un des processus de l'industrie dans les matières plastiques. Parmi les autres processus on compte l'injection, l'expulsion, le coulage et le moulage. Beaucoup de carrières s'offrent dans chacun de ces processus. J'espère que ce produit plastique vous sera utile.

Plastics Technology

School



Community

A Product of Industrial Arts

MY PRODUCT IN PLASTICS

Hi! My name is _____

This product was made by me in the plastics area of the industrial arts lab.

In this area we use many of the processes found in the plastics industry.

Some of these processes are:

- injection moulding, where hot molten plastic is injected into a mould and allowed to cool
- rotational moulding, where a similar type of plastic is placed inside a mould, then the mould is turned over and over inside a hot oven, causing the plastic to coat the inside wall of the mould
- dip casting, where a hot mould is dipped in a liquid plastic, then placed in an oven where the plastic changes chemically. The product is cut off the mould.
- vacuum forming, where sheet plastic is heated until it is flexible, then it is pulled down onto a mould and allowed to cool

My product was made with the following processes:

- | | |
|----------------------|------------------|
| - injection moulding | - dip casting |
| - roto moulding | - vacuum forming |

Ceramics Technology

School



Community

A Product of Industrial Arts

MY PRODUCT IN CERAMICS

Hi! My name is _____

Did you realize the use of clay products has been around for almost 5000 years? Ceramic products can be as rugged as modern day building bricks, or as delicate as a vase or figurine.

This product was produced by me in the ceramics area of the industrial arts lab. After my product was formed it was allowed to air dry. Products at this stage are referred to as greenware. My greenware was then loaded into a kiln (high temperature oven) and fired at approximately 1000° C. This caused the clay to vitrify (become glass like). Products at this stage are referred to as bisqueware. I then applied a decorative glaze to my bisqueware. The glaze is basically a mixture of water and a clay that will melt at a lower temperature than 1000° C. After the glaze dried my product was once again fired to melt the glaze.

My product is decorated with a lead free, food safe glaze.

Woods Technology

School



Community

A Product of Industrial Arts

MY WOOD PRODUCT

Hi! My name is _____

This product was made by me in the woods area of the industrial arts lab.

Topics that I covered in making the wood product included:

- the identification of woods
- use of Metric and English measurements for laying out materials
- use of hand tools related to the woods area
- design and layout procedures

Use of machines related to the woods area:

- lathe
- drill press
- sander
- procedure for lamination
- proper use of fasteners and adhesives
- different forms and methods of finishing
- safety in the handling of tools, and materials in the woods area
- portable drill
- band saw

Graphics Technology

School



Community

A Product of Industrial Arts

MY GRAPHICS PRODUCT

Hi! My name is _____

This is a product I made myself in graphics and did not have to buy. To make it I had to use some of the processes found in a graphics area. By using these processes to arrive at my final product I learned about graphics materials, graphics equipment, skills, techniques and safety in the graphics industry. Graphics products can range from something basic like this information sheet you are reading now, to the complex form of countless numbers of magazines, newspapers, catalogs, etc., we are exposed to every day of our lives.

APPENDIX D**PUBLICITY GENERATES PUBLICITY**

The following two sample articles represent two of the most recent major public relations events publicized in local newspapers.

Article Number 1, is reprinted from the **Southgate News** (Vol. 1, No. 4, March, 1971) and describes an Industrial Arts display held at the Southgate Shopping Center in Edmonton, Alberta.

Article Number 2, is reprinted from **FOCUS**, a publication of the Edmonton Separate School District (Vol. 1, No. 8, April 21, 1975.) This Article summarizes the School Community Relations Project (S. C. R.) described in Appendix B.

Both articles are reprinted as examples of how newsworthy events have been publicized through the newspaper medium.

From Southgate News, Vol. 1, No. 4, March, 1971.

INDUSTRIAL ARTS TODAY

Teachers and students - both girls and boys - in the city's Separate School District will take the Industrial Arts program directly to the public on March 10, 11, 12.

A combination display of equipment, student-made products and students operating a variety of equipment will be held in the Southgate mall.

The displays and live student participation will be supported by a variety of audio-visual presentations.

More than 70 students from city schools and 24 teachers are involved.

The project, believed to be the first of its kind in Western Canada, ties in with Education Week which is marked across the country during the week of March 9 through 13.

The display of student-made products from Catholic schools throughout the city will include plastic and leather goods, laminated woods, metal products and ceramics.

Because the concepts and purposes of the Industrial Arts programs have changed considerably in the past few years, as have many other school programs, Industrial Arts teachers decided to take the IA program directly to the members of the general public to make them aware of the new approaches being taken.

City firms are supplying materials and equipment for the presentation and Southgate is supplying space and some funds.

One of the main purposes of the Industrial Arts program is to help children understand our modern technological society.

Industrial Arts also gives students a chance to apply theoretical knowledge learned in academic courses and helps them become more aware of their interests and abilities.

Four areas of a typical IA lab will be presented:

Power - small steam, electrical and gas and diesel engines as well as fuel and solar cells will be featured. Students will demonstrate the building of model rockets and arrange a display of launching equipment.

Plastics - demonstration of a variety of plastic manufacturing processes. Products will be distributed to the public.

Graphics - students operating offset printing equipment will print and distribute a three-color calendar featuring a picture of the Edmonton skyline.

Electronics - demonstrations of a small business computer, ham radio equipment and operation and building of electronic circuits.

Parents who have not visited a modern Industrial Arts lab will be surprised at the many changes which have taken place, compared with the old "shop" courses of their school days.

Time for the mall presentations are: Thursday, and Friday, March 11 and 12, 5-6:30 and 7:30-9 p.m., and Saturday, March 13, from 10:30-12:00 noon, 1-2:30 p.m. and 3:30-5:00 p.m.

From: ESSB Focus, Vol. 1, No. 8, April 21/75

Industrial Ed telling parents about programs

How much do parents know about the programs being offered in Industrial Arts?

There is only one way to find out - by asking them.

That's one of the reasons the School-Community-Relations program was developed by teachers Don Soldan of St. Edmund School and Bob Peel of St. Thomas More School. They received full cooperation and encouragement by the Industrial Education Department and supervisor Matt Shykora. In this project, students selected a product to make in class and this product was packaged and sent home to parents along with an explanation of how the product was made and an evaluation form. More than 1,400 products were sent home by students in 24 junior highs. The products were: A Can Snap (Bottle opener) to show metal work; a Judge-Set (gavel) and a Twenty-Niner (cribbage board) to show wood-working; a Bud Vase to show ceramics; A Message Minder (memo pad) to show graphics; and a Snack Pac (a vacuum formed tray) to show work in plastics.

Here's how the project was conducted:

Industrial Arts students were given a choice of the product they would like to make. Given some instruction by the Industrial Arts teacher and some well-equipped labs, students set to work. By mid-March, most products had been completed. Each student was then given a package for his product plus a letter to his parents indicating the kind of work that went into making the product. The package each student took home included the product, a letter and an evaluation form all neatly and

attractively packaged.

The program and its evaluation told Mr. Shykora what he wanted to know. Of 667 parents who responded to the questionnaire to date, 454 said they had been receiving enough information about the Industrial Arts program.

Responses to the next three questions indicated parents liked the program and wanted it to continue.

"The response from parents has been most encouraging," said Mr. Shykora. "The questionnaire indicates to us that parents are interested in knowing more about Industrial Education."

"This project is one way in which we can provide that information," he said.

The organization of the School Community Relations Project involved five junior high industrial arts teachers. The steering committee was co-directed by Mr. Soldan and Mr. Peel. Jack Shore of St. Nicholas School headed a committee responsible for Packaging and Prototypes while Mike Starko of St. Basil and H. Fortier of J. H. Picard took charge of a committee responsible for the Parent's Message.

The project worked towards meeting five objectives:

1. To provide the community with information about their schools and new developments in education.
2. To improve the channels of communication between the school staff and the parents through the evaluation of the school's S-C-R pilot project.
3. To maintain and build community support for the school and its program through an on-going

exchange of information between the school and the community.

4. To provide students and parents with information that will assist the student's exploration of career opportunities.

5. To help the students, parents, and teachers better understand the relationship of practical arts activities to academic subjects.

The questionnaire

1. Are you receiving enough information about the Industrial Arts program at your child's school?

Yes: 454 No: 213

2. Did you find the information on the package helpful in explaining the purpose of your child's efforts in Industrial Arts?

Yes: 630 No: 22

3. Would you like to see this practice continued?

Yes: 655 No: 10

4. While Industrial Arts does not train a student in a specific occupation, it is the intent of the Industrial Arts program to give your child some idea of the world of work. Do you feel that your child is being helped in this manner by the Industrial Arts program?

Yes: 663 No: 2

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APPENDIX A

A Sample Copy of the Needs Assessment Survey (Phase II
of the Study) and Related Information

This appendix presents the documentation related to the Needs Assessment Survey (Phase II of the Study) and includes: a sample copy of the questionnaire and results of the survey of industrial education supervisors, coordinators and consultants; the presentation made by the researcher at that meeting; a notice of meeting to supervisors, coordinators and consultants of industrial education; and a list of personnel present at the meeting.

SURVEY OF SUPERVISORS, COORDINATORS AND
CONSULTANTS OF INDUSTRIAL EDUCATION

A NOTE TO THE RESPONDENT: The questions posed here are designed to help set the frame of reference for your requested suggestions and comments. Your response to each of the questions is optional; however, your comments/suggestions are greatly appreciated and will assist in developing a strategy for improving and promoting positive public relations guidelines for practising industrial education teachers.

1. (a) Does your district have a definite planned program of public relations? Yes 6 No 6
(b) If your response is yes, please explain the program briefly.
2. (a) Does your district conduct inservice public relations training for industrial education teacher staff? Yes 2 No 8
(b) If the response is yes, please describe.
3. (a) Does your district employ personnel with specific responsibility for public relations? Yes 7 No 3
(b) If not, is the public relations authority delegated to a member within the district? Yes 1 No 3
(c) If your response is yes for (a), has this person conducted any inservice public relations programs for industrial education teachers in your district? Yes - No 7
4. (a) Has your district conducted any public relations events or programs in the past two years? Yes 8 No 2
(b) If yes, when was the program(s) conducted?
(c) If the public relations events or programs were conducted please describe them briefly.
5. (a) Do you support in principle the concept of a centralized source of public relations information, in the form of a handbook, for industrial education teachers? Yes 13 No -
(b) Comments

Name
(optional)

PRESENTATION TO THE PARTICIPANTS ON THE
NEEDS ASSESSMENT SURVEY

On September 27, 1976, supervisors, coordinators and consultants of industrial education met in Lethbridge, Alberta for one of their biannual meetings. The invitation to the meeting had been forwarded to 23 members from across Alberta.

In customary fashion, the group determined the agenda at the start of the meeting under the chairmanship of the host, Mr. Bob Ainscough. It is at this meeting the author of this study presented the following talk on the topic, "Public Relations in Industrial Education: Where Now?"

PUBLIC RELATIONS IN INDUSTRIAL EDUCATION:

WHERE NOW?

One year ago this group met in Calgary, at which one portion of your meeting dealt with the topic of public relations. The presentation was made by Mr. W. Ilchuk, who overviewed in detail some of the major public relations events conducted by the industrial arts people in the Edmonton Separate School Board.

My purpose in speaking to you today is three-fold:

- (1) I would like to reopen this very important and possibly crucial issue of public relations in industrial education.
- (2) I would like to present to you a proposal for the Design, Development and Evaluation of an Innovative Public Relations Handbook for Industrial Education.
- (3) Obtain some feedback from you in terms of direction and suggestion as to the viability of a central source of information on public relations in industrial education.

In recapping the major public relations events in industrial education in the last six years, there appears to have been only two types:

- (1) Shopping Mall Displays - these displays were presented:
 - (a) March 1970, The Edmonton Southgate Shopping Mall - by the Edmonton Separate School Board industrial arts people.
 - (b) 1973, The Calgary North Hills Shopping Center.
 - (c) February 1972, Medicine Hat Simpson Sears Shopping Center by the Medicine Hat industrial arts people.

- (2) The second type - a more recent innovation was the S.C.R. project conducted by the industrial arts people in the Edmonton Separate School Board. In this system, the public relations approach was the attractive packaging of the industrial arts products and included a message to parents explaining what their child was doing and in the program and why.

This has been the extent of overt, planned public relations programs.

I would like to retract for a moment and view some of the rationale for which public relations events were conducted in the first place.

One of the major reasons has been the criticism of education stemming directly from public concern over escalating costs. It appears that education is seen as something of an ingrown closed-shop, freely spending public money with little restraint or accountability.

But, there is more to it than concern over more money. There are other underlying factors -- nagging questions in the public mind -- which have surfaced as part of the current concern over spending. The school today bears little resemblance to those two decades ago, when the present middle-aged population was in school. The curriculum, teaching methods and the facilities have changed drastically.

Many of these changes have occurred within a very short span of time; particularly in the last two decades when the educational system experienced the increasing pressure to change and innovate. During the decade of the 60's when money for education seemed virtually

limitless, school boards went ahead and instituted new programs and services, usually without the knowledge or understanding of most citizens.

But now, suddenly has come the demand for accountability - the backlash!

In this day of so-called participatory democracy, few aspects of society are escaping the wrath of articulate critics; certainly education is not. Newspaper reports, magazine articles and radio and television programs raise increasing doubt about the schools - about the quality of education, about the way public money is being spent, and even about the intentions and competencies of professional people working within the school system.

From this backlash has emerged the clear need to open and improve the channels of effective communication between the public and schools.

In the words of the Canadian Education Association - schools/programs cannot continue to operate with maximum effectiveness if they do not have public respect, understanding, cooperation and support.

Good public relations is ever becoming increasingly necessary if progress is to continue.

One educator by the name of Nagle in 1968, put the issue more critically by the simple fact that -

the school district is so dependent upon public for support, financial and otherwise, that it commits educational harakiri when it neglects the public, isolates itself from the community, leaves its citizenry either misinformed or completely uninformed.

School systems in the U.S. have been more P.R. conscious for

some time now. A publication, "Communication Ideas from Arizona," had explained how P.R. has worked wonders across their state.

Whole communities have gotten behind their schools, supported their teachers, voted for bond issues again and again. Why? Because they have been informed of what their schools are doing and have liked what they've seen and heard. Students with poor attitudes have developed a desire to learn. Why? Because their schools and their teachers have shown them that they care and want to help.

It isn't magic, it's the art of helping the public, parents and students understand our schools. When people truly understand something, they seldom knock it - assuming, of course, that the "something" is admirable. People need to understand our schools (and programs) if they are going to support them and cooperate with them.

So much for external justification.

In Alberta, we have seen a few examples of good P.R. systems and procedures. We can see systems and programs that are weathering the pressures of change and backlash better than others. We have seen industrial education programs that are highly supported.

The question arises - what are the elements that promote and maintain the positive public support?

Unfortunately, no effort in the past has been directed to isolating some of these P.R. elements which have provided for positive program growth and public support. For example, my literature search review indicates that no information guides or directions have been directed to or about industrial education teachers to promote their programs.

In addition, the survey indicates that there have been no innovative P.R. methods documented. Reverting back to your meeting one

year ago, Mr. Ilchuk's presentation indicated the innovative S.C.R. project had been piloted and continues to operate with great success.

As for my personal concern with public relations in industrial education. I've been involved in teaching industrial arts for eight years. For the past four years, much of my interest, work and commitment centered on P.R. and programing industrial education. I was personally involved with the Southgate venture.

In 1974, I had introduced the concept for the S.C.R. project, worked on the steering committee and participated in the pilot program (which Mr. Ilchuk had described).

Since then I have taken leave of the classroom and am continuing in the industrial education program at The University of Alberta - in which I am completing my master's program. A great deal of my work at The University of Alberta has centered on P.R. work and is also dovetailed into my thesis.

For all these reasons - personal interest, the need for positive P.R. to promote and maintain a high level of public support and understanding, I am proposing that:

A central source of information on public relations be developed to assist industrial education teachers in the field.

Likewise, this proposal has also been submitted to The University of Alberta as part of my research work.

The most outstanding feature is that these benefits come virtually FREE - since P.R. practice depends on teacher/administrator approach and skill, in dealing with the various publics.

I would just like to make these additional remarks in closing:

- (1) I believe that if we include P.R. as a continuously improving facet of industrial education (particularly at the grassroots level), we will be able to turn public attention and priorities back to education.

- (2) And only then can we make our choice of futures.

I would now like to turn the meeting back to the chairman and request some feedback in terms of:

- (1) Your directions/reactions to this proposal.
- (2) Your support in principle if you should feel that this direction is valid.

In other words, would a handbook be appropriate for Alberta industrial education?

INITIAL SURVEY RESULTS

- | | | | |
|-----|---|----|--------------|
| 1. | Handbooks (or comparable) on industrial education public relations. | -- | None |
| 2. | Innovation in P.R. in field of industrial education (although innovative practices are presently in use, e.g., E.S.S.B. - S.C.R.) | -- | None |
| 3. | Periodical articles on P.R. in industrial education. | -- | Very limited |
| 4. | Periodicals on P.R./Administration | -- | Abundant |
| 5. | Handbooks/Guides/Pamphlets on P.R. practices in general education with emphasis on administration. | -- | Abundant |
| 6. | Texts on industrial education/P.R. | -- | None |
| 7. | Texts on P.R. in industrial/commercial scene. | -- | Abundant |
| 8. | Articles on P.R. practices in industrial education | | |
| | -- Canada | -- | None |
| | -- U.S. | -- | Limited |
| 9. | Articles or documentation on innovative practices in industrial education/P.R. | | |
| | -- Canada | -- | None |
| | -- U.S. | -- | None |
| 10. | P.R. handbooks or equivalent on the topic of P.R. in industrial education in National Library of Canada | -- | None |
| 11. | Articles on P.R. in industrial education from National Library of Canada (topic on Adult Education) | -- | One |



EDUCATION



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Telex 037-3406
Executive Building
10105 - 109 Street
Edmonton, Alberta, Canada. T5J 2V2

September 3, 1976

To: Supervisors, Coordinators and Consultants of Industrial Education

Our last meeting of this group was held on May 3, 1976 in Edmonton. At that meeting it was agreed that the next meeting would be held in Lethbridge, September 27th.

Bob Ainscough as host chairman has asked me to remind you that the meeting will be held as agreed and that arrangements have been accordingly. You are all extended a most cordial welcome to Lethbridge. You are reminded however that it is an invitational meeting and you are responsible for your own expenses.

DATE: Monday September 27, 1976

TIME: 9:30 A.M.

PLACE: Lethbridge Catholic Central
School Board Offices
6th Avenue and 18th Street, South
LETHBRIDGE, Alberta

By the way, if you are planning to arrive by Time Air, Bob has promised to provide transportation from the airport into the city.

As has been our custom in the past, the group will determine the agenda under the chairmanship of our host Bob Ainscough.

Come prepared to discuss your successes as well as your concerns.

If you cannot come yourself perhaps you could arrange for a substitute. We would like to see you all there!

Yours sincerely,

R. H. Cunningham
Industrial Education Consultant

RHC/msa

Enclosure: List of Members

SUPERVISORS, COORDINATORS AND CONSULTANTS
FOR INDUSTRIAL EDUCATION

Lethbridge Catholic Central School Board Offices

September 27, 1976

Those present included:

Roger Mestinsek	-	Grande Prairie
R. D. Ainscough	-	Lethbridge
J. D. Harder	-	Department of Education
R. H. Cunningham	-	Department of Education
A. E. Pols	-	Medicine Hat
D. M. Beingessner	-	~~Red Deer~~
W. N. Pura	-	Edmonton Catholic Schools
W. Ilchuk	-	Edmonton Catholic Schools
Don Soldan	-	University of Alberta
Joe Pallas	-	Edmonton Public Schools
Jack Haggarty	-	Calgary Separate Schools
Keith Beattie	-	Calgary Board of Education
A. Morris	-	Calgary Board of Education
G. Battrum	-	Calgary Board of Education
M. Shykora	-	Department of Education

APPENDIX B

A sample copy of the Handbook Evaluation Instrument used in the Pilot Study including Pilot Study results, and comments from Pilot Study participants.

EVALUATION

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OF A HANDBOOK:

P.R. IDEAS - A Public Relations
Handbook for Industrial Education Teachers

* THE PURPOSE OF THIS EVALUATION IS:

1. To determine whether or not this handbook would be of use to Industrial Education teachers.
2. To determine whether or not this handbook should be made available to Industrial Education teachers.
3. To provide feedback on various aspects of the handbook in order that improvements may be made.

* INSTRUCTIONS:

1. Please read the enclosed handbook.
2. After reading the handbook complete the attached evaluation.
3. Once the evaluation has been completed return both the handbook and evaluation form in the self-addressed and stamped envelope.
4. Please NOTE:
 - (a) Additional comments and corrections may be made directly on the handbook.
 - (b) Please return the evaluation and handbook as soon as you can.

QUESTIONNAIRE

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An Evaluation of a Public Relations Handbook for Industrial Education Teachers

PART A.1

1. Name (optional)
2. School (optional)
3. Which one of the following best describes your present position?

(a) Junior High (grades 7-9)	<u>3</u>
(b) Senior High (grades 10-12)	<u>4</u>
(c) Other (specify)	<u>3</u>
4. (a) Which one of the following best describes your major teaching assignment?

(1) Industrial Education - junior high	<u>3</u>
(2) Industrial Education - senior high	<u>1</u>
(3) Business Education	<u>1</u>
(4) Vocational Education	<u>2</u>
(5) Other (specify)	<u>3</u>

PART A.2

5. Do you presently hold a Bachelor of Education degree in Industrial Education? 8 yes 2 no
6. Do you spend more than half of your teaching time in Industrial Education? 6 yes 4 no (No answer - 2)
7. Have you ever served as a member of the instructional materials committee for the Industrial Education Specialist Council of the Alberta Teachers Association? 4 yes 6 no
8. Are you presently a member of the Industrial Education Specialist Council? 9 yes 1 no
9. Have you served in an executive capacity in a specialist council? 7 yes 3 no
10. How many years of experience do you have as a teacher?

(a) Total _____ years	<u>7/3/17/13/11/13/12/0/8/7</u>
(b) In Industrial Education _____ years	<u>7/1/7/25/11/13/12/0/-/7</u>

1.1 In your opinion how great is the need for information on public relations ideas in Industrial Education?

- (a) 6 very much indeed
 (b) 2 much needed
 (c) 2 some need
 (d) - little need
 (e) - no need at all

2.1 After reading the handbook I find the information:

- (a) 5 very helpful
 (b) 2 moderately helpful
 (c) 3 helpful
 (d) - little help
 (e) - no help

2.2 Please rate the usefulness of this handbook to the following Educational personnel:

	very useful	useful	some use	little use	no use
(a) Experienced I.E. teachers	<u>3</u>	<u>5</u>	<u>2</u>	<u>-</u>	<u>-</u>
(b) New I.E. teachers	<u>6</u>	<u>-</u>	<u>2</u>	<u>1</u>	<u>-</u>
(c) I.E. teachers in training	<u>5</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>-</u>
(d) Non-Industrial Education teachers	<u>2</u>	<u>3</u>	<u>3</u>	<u>2</u>	<u>-</u>
(e) School Administrators	<u>3</u>	<u>3</u>	<u>3</u>	<u>1</u>	<u>-</u>
(f) University I.E. Professors	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>-</u>

3.1 At the beginning of the handbook the author states the purpose of the test (ie. an ideas guide to public relations). This stated purpose is:

- (a) 5 achieved very well
 (b) 3 achieved well
 (c) 2 achieved somewhat
 (d) - poorly achieved
 (e) - not achieved at all

3.2 This handbook is relevant to:

- (a) 7 all Industrial Education specialty* areas
 (b) 2 most Industrial Education specialty areas
 (c) - some Industrial Education specialty areas
 (d) 1 few Industrial Education specialty areas
 (e) - no Industrial Education specialty areas

*Note: "specialty areas" refers to subject areas such as Vocational Education, Industrial Arts Education, or Business Education. Each may be considered a specialty area.

3.3 Please rate how applicable this handbook is to your specific area of specialization in Industrial Education:

- (a) 2 very applicable
- (b) 6 applicable
- (c) 1 some application
- (d) 1 little application
- (e) very little application

4.1 A number of different topics have been presented in this handbook. How adequately have these topics been covered?

- (a) 2 very adequately covered
- (b) 6 adequately covered
- (c) 2 somewhat adequately covered
- (d) inadequately covered
- (e) very inadequately covered

4.2 In your opinion the contents sequence of the handbook is:

- (a) 6 very well organized
- (b) 4 well organized
- (c) adequately organized
- (d) not organized well
- (e) poorly organized

Please explain how the contents may be better arranged if improvement is needed.

4.3 Is the sequence of information:

- (a) 8 very easy to follow
- (b) 2 moderately easy to follow
- (c) difficult to follow
- (d) very difficult to follow
- (e) virtually impossible to follow

4.4 How up-to-date are the topics and information presented in the handbook?

- (a) 2 very much up to date
- (b) 8 up to date
- (c) somewhat up to date
- (d) slightly out of date
- (e) very much out of date

If you have checked (c), (d) or (e) above, please identify where the information may be updated.

4.5 The handbook presents subject matter of appropriate level and depth for Industrial Education Personnel.

- (a) 8 yes
 (b) 1 somewhat
 (c) no

4.6 How clearly and accurately does the handbook present the subject matter?

- (a) 3 very clear and accurate
 (b) 6 clear and accurate
 (c) 1 somewhat clear and accurate
 (d) somewhat unclear and inaccurate
 (e) very unclear and inaccurate

4.7 The handbook allows flexibility and provides for individual differences in its application.

- (a) 7 very flexible
 (b) 2 flexible
 (c) 1 somewhat flexible
 (d) little flexibility
 (e) no flexibility

4.8 Please indicate what changes or modifications in the handbook you would recommend:

- (a) additions recommended:

 (b) deletions recommended:

 (c) other change recommendations:

4.9 Please rate the readability of the handbook as to the following categories:

	very high				very low
(a) understandable	<u>5</u>	<u>5</u>	<u> </u>	<u> </u>	<u> </u>
(b) clarity	<u>4</u>	<u>6</u>	<u> </u>	<u> </u>	<u> </u>
(c) information easy to follow	<u>3</u>	<u>6</u>	<u> </u>	<u>1</u>	<u> </u>

4.10 As an evaluator of the P.R. Ideas Handbook please rank order the following components you would like to see in the final copy:

- (a) line drawings 3, 2, 4, 4, 3, 4, 2, 2
 (b) cartoon characters 4, 4, 2, 4, 4, 4, 1, 1
 (c) photographs 2, 3, 4, 3, 3, 2, 3, 3
 (d) others. Please specify. - - - - -

(No reply - 2)

5.1 The length of the handbook is:

- (a) 1 very acceptable
 (b) 7 acceptable
 (c) 2 too long
 (d) too short

5.2 Please indicate your preference for the type of binding to be used for the handbook:

- (a) 6 cirlox (as used on this proof copy)
 (b) 1 textbook type binding
 (c) pocketbook type binding
 (d) 3 3 ring binder type
 (e) other. Please specify.

5.3 The author has presented information on public relations in the form of a handbook. Could this information have been presented in a superior manner other than as a handbook?

- (a) 2 yes
 (b) 5 no
 (c) 3 no opinion

If (a) has been checked please identify the other means or medium by which the information may be better presented.

5.4 Please rate the following:

(a) Type style used:

- (i) 9 acceptable
 (ii) 1 could be improved
 (iii) not acceptable

If (ii) or (iii) has been checked, please state an alternate type style that may be used.

(b) Type size used:

- (i) 9 acceptable
 (ii) 1 could be improved
 (iii) not acceptable

If (ii) or (iii) has been checked, please state an alternate type size that may be used.

5.5 The format of the handbook is approximately 14.5 cm by 21.5 cm (5.5 x 8.5 inches). This format is:

- (a) 10 acceptable
 (b) may be improved
 (c) not acceptable

If (b) or (c) is checked please indicate an alternative format.

5.6 Which of the following reproduction processes would you prefer to see in the final copy of the P.R. Ideas Handbook?

- (a) 4 IBM selectric typewriter
- (b) Letter press
- (c) 5 Photo type set
- (d) 1 Other. Please specify. (Offset)

6.1 In reading through the handbook, what were the types of errors (if any) that you may have noticed? (More than one may be checked.)

Page numbers where
errors occurred

- (a) factual errors _____
- (b) 2 omissions _____
- (c) inappropriate placement of topics _____
- (d) reading level not suitable to teachers. _____
- (e) 1 misleading diagrams, charts, tables. _____
- (f) 1 general editorial sloppiness, _____
eg. spelling, grammar errors
- (g) other types of errors: _____

6.2 What was the extent of the inaccuracies within the text? Please check one of the following statements which best represents your opinion of the text's inaccuracy:

- (a) 5 no discernible errors
- (b) 4 some errors, not serious enough to interfere with effectiveness
- (c) serious errors that need to be corrected
- (d) errors that render contents useless

Examples of errors: _____

7.1 Is there any evidence in the handbook in which you feel the author's bias has distorted the accuracy of information presented?

- (a) 7 no obvious bias
- (b) little bias if any evident
- (c) 2 some bias evident
- (d) a great deal of bias evident

If you have identified any biases please explain and indicate the location of the bias as it appears in the handbook.

1 - No answer

7.2 Is there any evidence of any of the following biases:

- (a) racial
 (b) ethnic
 (c) religious
 (d) socio-economic
 (e) regional

- (f) sex
 (g) 1 philosophical
 (h) ethical
 (i) political

8.1 Do you believe there is a need for Industrial Education teachers to be concerned with public attitudes toward their Industrial Education programs?

 10 yes no
 Comments:

8.2 Please indicate agreement or disagreement with the following statement:
 "Teachers should be concerned with public relations."

 10 agree disagree

8.3 A 'planned' approach to public relations activities in Industrial Education teaching at the school level is:

- (a) 5 very necessary
 (b) 3 necessary
 (c) 2 moderately necessary
 (d) unnecessary
 (e) most unnecessary

8.4 Please indicate to what extent you have read the handbook:

- (a) 6 completely
 (b) 2 in part
 (c) 2 skimmed
 (d) not at all

9.1 Answer the following question as if you were making a recommendation about this P.R. handbook to a teacher in a class similar to your own. Check one.

- (a) I recommend that an alternative be sought.
 (b) I recommend use only, and only if no alternative can be found.
 (c) 2 I recommend mainly because it will probably be difficult to find a better alternative.
 (d) 4 I recommend but with minor reservations.
 (e) 3 I recommend without reservation.

9.2 Please indicate what you would consider a reasonable price for this handbook once it has been revised.

- (a) 4 not more than \$5.00
- (b) not more than \$4.00
- (c) 2 not more than \$3.00
- (d) not more than \$2.00
- (e) 1 not more than \$1.00

Please indicate any comments you may have regarding the handbook cost.

9.3 Would you like to obtain a copy of the handbook once it has been completed?

10 Yes No

9.4 If an educational institution or school board was unable to fund this handbook for distribution at no cost to teachers, would you be willing to accept the cost personally?

7 Yes 3 No

9.5 (a) Are you aware of any other sources of information that cover the same subject as presented in this handbook?

2 Yes 7 No

(b) If your response is Yes please briefly describe this material.

(c) How would you rate the P.R. Handbook?

- (i) much better
- (ii) better
- (iii) 1 equivalent
- (iv) poorer
- (v) much poorer

The following are verbatim comments received from the participants involved in the pilot study phase (Phase VII) of the study.

- 3.3 Administration's position encompasses a broader range of P.R. activities than required by an individual teacher. Perhaps the greatest administrative function is P.R.
- 4.1 More stress should be placed on public that very directly affect our programs, e.g. school board members.
- 4.2 Other change recommendations: The existing artwork is well chosen. Perhaps additional ones could be included c/w photographs related to appendix topics.
- 4.8 Add French translations (Appendix C). Chapters indicated are too theoretical (V, VI, IX) to be of significant value to most practising teachers.
- 4.8 Added recommendations: Information from Calgary, Medicine Hat and Lethbridge (if available) re their approaches to informing the publics.
- 5.3 Perhaps supplementary materials could be presented in an A.V. format, i.e. slide/tape.
- 5.4 Use 1½ spacing and reduce it to 9 pt. face. Type on larger sheet and reduce 25 percent.
- 5.6 Would be more attractive if right margin was justified.
- 6.2 (P.34) There are basically three levels of planned P.R. activity at which an industrial education teacher can become involved.
- 7.1 Bias: (a) Information from ECS predominant, (b) Expansion of SCR project, and (c) Specialist Council role.
- 7.1 Only the author's enthusiasm was noticeable.
- 8.1 At the present time, education and those concerned with it have to be very cognizant of the 'pulse' of the various publics they deal with.

- 8.1 Too much apathy among industrial education teachers. More involvement required with Specialist Council. Glad to see you promote this in a separate chapter.
- 8.1 At the present time, budgets are being cut back with industrial arts being one of the first affected. There is definitely a need to communicate the usefulness of industrial arts to the public.
- 9.2 If a thing is worth doing, it is worth doing well! Stay with a good format and style and "hang the cost". It would not sell any better if it were in a less expensive binding. It's what is inside the cover that counts.
- 9.2 Should be purchased by school funds. Teachers could be given a discount if you want higher volume sales.
- 9.5 Canadian Printer and Publisher carries articles on methodology of running a sales program - which is what we are talking about.

General comments:

- (1) Very well done! Congratulations. I used up two pencils, hopefully in providing constructive criticism. I do, however, feel strongly about the lack of step-by-step procedures in the three chapters indicated. It would be of significant value to inexperienced teachers if you provided something they could apply with little assistance. Otherwise, a very thorough and well-done handbook.
- (2) You've done a good job on the booklet, with some few exceptions that I've noted. I think you could use a little more space identifying the publics (which I've noted) and develop an awareness of their direct role in areas such as funding, curriculum, philosophy, etc.

Very good job.

APPENDIX C

A sample copy of the Handbook Evaluation Instrument which was used in the Major Phase (Phase VIII) of the Study. Included in this Phase of the Study was the Research Copy of the Handbook that participants were to evaluate.

FACULTY OF EDUCATION
DEPARTMENT OF INDUSTRIAL AND
VOCATIONAL EDUCATION
TELEPHONE (403) 432-3878



328
THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA, CANADA
T6G 0Y1

Mailing Address:

13527-121 Street
Edmonton, Alberta
T5L 0C1

Dear

Since entering the Industrial Education field in 1967 I have witnessed the image of Industrial Education to remain stagnant and in some instances diminish to the point where it has become both the concern of the Industrial Education Council and myself. Evidently some supervisors have had similar concerns when the School Community Relations project (introduced by the Industrial Education Regional Council) was developed and run by the Edmonton Separate School Board. Although the School Community Relations project was considered a success it was conducted as a pilot project in one isolated school system. Information regarding this successful Public Relations system was not publicized or promoted in any way for use by other schools.

Since my involvement with the School Community Relations project I have continued my work with Public Relations in Industrial Education at the University of Alberta and at the regional and provincial Industrial Education Council levels. One of my objectives in serving as the chairman of the Public and Professional Relations Committee with the Industrial Education Council was to develop a Public Relations Handbook that could be used by Industrial Education teachers as a guide to public relations at their school level.

The handbook is now complete and you have been selected, at random, from the Industrial Education teachers in the Edmonton area to serve as a member of an Evaluation Committee.

It would be greatly appreciated if you would take some time from your busy schedule to review the enclosed handbook and complete the evaluation form.

I am requesting that both the handbook and the evaluation form be returned no later than MAY 8, 1978 at the above address. From the reactions of the Evaluation Committee the handbook will be revised and placed in the hands of a final Review Committee.

Thank you for your help and cooperation.

Sincerely,

Don Soldan

EVALUATION
OF A HANDBOOK:

P. R. IDEAS - A Public Relations
Handbook for Industrial Education Teachers

* THE PURPOSE OF THIS EVALUATION IS:

1. To determine whether or not this handbook would be of use to Industrial Education teachers.
2. To determine whether or not this handbook should be made available to Industrial Education teachers.
3. To provide feedback on various aspects of the handbook in order that improvements may be made.

* INSTRUCTIONS:

1. Please read the enclosed handbook.
2. After reading the handbook complete the attached evaluation form.
3. Once the evaluation form has been completed return both the handbook and evaluation form in the self-addressed and stamped envelope.
4. Please NOTE:
 - (a) Additional comments and corrections may be made directly on the handbook.
 - (b) Please return the evaluation form and handbook within two weeks after the delivery date.

Thank you

QUESTIONNAIRE

An Evaluation of a Public Relations Handbook
for Industrial Education TeachersPART A.1

1. Name (optional)
2. School (optional)
3. Which one of the following best describes your present teaching position?
 - (a) Junior High (grades 7-9) _____
 - (b) Senior High (grades 10-12) _____
 - (c) Other (specify) _____
4. (a) Which one of the following best describes your major teaching assignment?
 - (1) Industrial Arts - junior high _____
 - (2) Industrial Arts - senior high _____
 - (3) Business Education _____
 - (4) Vocational Education _____
 - (5) Other (specify) _____

PART A.2

5. Do you presently hold a Bachelor of Education degree in:
 - (a) Industrial Arts yes _____ no _____
 - (b) Vocational Education yes _____ no _____
6. Do you spend more than half of your teaching time in Industrial Education? yes _____ no _____
7. Have you ever served as a member of the instructional materials committee for the Industrial Education Specialist Council of the Alberta Teachers' Association? yes _____ no _____
8. Are you presently a member of the Industrial Education Specialist Council? yes _____ no _____
9. Have you served in an executive capacity with a specialist council? yes _____ no _____
10. How many years of experience do you have as a teacher?
 - (a) Total years
 - (b) In Industrial Education years

1.1 In your opinion how great is the need for information on public relations ideas in Industrial Education?

- (a) ☐ very much indeed
- (b) ☐ much needed
- (c) ☐ some need
- (d) ☐ little need
- (e) ☐ no need at all

2.1 After reading the handbook I find the information:

- (a) ☐ very helpful
- (b) ☐ moderately helpful
- (c) ☐ helpful
- (d) ☐ little help
- (e) ☐ no help

2.2 Please rate the usefulness of this handbook to the following Educational personnel:

	very useful	useful	some use	little use	no use
(a) Experienced I.E. teachers.....	☐	☐	☐	☐	☐
(b) New I.E. teachers	☐	☐	☐	☐	☐
(c) I.E. teachers in training	☐	☐	☐	☐	☐
(d) Non-Industrial Education teachers	☐	☐	☐	☐	☐
(e) School Administrators ...	☐	☐	☐	☐	☐
(f) University I.E. Professors	☐	☐	☐	☐	☐

3.1 At the beginning of the handbook the author states the purpose of the text (ie. an ideas guide to public relations). This stated purpose is:

- (a) ☐ achieved very well
- (b) ☐ achieved well
- (c) ☐ achieved somewhat
- (d) ☐ poorly achieved
- (e) ☐ not achieved at all

3.2 This handbook is relevant to:

- (a) ☐ all Industrial Education specialty* areas
- (b) ☐ most Industrial Education specialty areas
- (c) ☐ some Industrial Education specialty areas
- (d) ☐ few Industrial Education specialty areas
- (e) ☐ no Industrial Education specialty areas

*Note: "specialty areas" refers to subject areas such as Vocational Education, Industrial Arts Education, or Business Education. Each may be considered a specialty area within Industrial Education.

3.3 Please rate how applicable this handbook is to your specialty area of Industrial Education:

- (a) ☐ very applicable
- (b) ☐ applicable
- (c) ☐ some application
- (d) ☐ little application
- (e) ☐ very little application

4.1 A number of different topics have been presented in this handbook. How adequately have these topics been covered?

- (a) ☐ very adequately covered
- (b) ☐ adequately covered
- (c) ☐ somewhat adequately covered
- (d) ☐ inadequately covered
- (e) ☐ very inadequately covered

4.2 In your opinion the contents sequence of the handbook is:

- (a) ☐ very well organized
- (b) ☐ well organized
- (c) ☐ adequately organized
- (d) ☐ not organized well
- (e) ☐ poorly organized

Please explain how the contents may be better arranged if improvement is needed.

4.3 Is the sequence of information in the handbook:

- (a) ☐ very easy to follow
- (b) ☐ moderately easy to follow
- (c) ☐ difficult to follow
- (d) ☐ very difficult to follow
- (e) ☐ virtually impossible to follow

4.4 How up-to-date are the topics and information presented in the handbook?

- (a) ☐ very much up to date
- (b) ☐ up to date
- (c) ☐ somewhat up to date
- (d) ☐ slightly out of date
- (e) ☐ very much out of date

If you have checked (c), (d) or (e) in 4.4, please identify where the information in the handbook may be updated.

4.5 The handbook presents subject matter of appropriate level and depth for Industrial Education personnel.

- (a) ☐ yes
 (b) ☐ somewhat
 (c) ☐ no

4.6 How clearly and accurately does the handbook present the subject matter?

- (a) ☐ very clear and accurate
 (b) ☐ clear and accurate
 (c) ☐ somewhat clear and accurate
 (d) ☐ somewhat unclear and inaccurate
 (e) ☐ very unclear and inaccurate

4.7 The handbook allows flexibility and provides for individual differences in its application.

- (a) ☐ very flexible
 (b) ☐ flexible
 (c) ☐ somewhat flexible
 (d) ☐ little flexibility
 (e) ☐ no flexibility

4.8 Please indicate what changes or modifications in the handbook you would recommend:

- (a) additions recommended:

 (b) deletions recommended:

 (c) other change recommendations:

4.9 Please rate the readability of the handbook as to the following categories:

- very high
→
 very low
- (a) understandable ☐ ☐ ☐ ☐ ☐
- (b) clarity ☐ ☐ ☐ ☐ ☐
- (c) information easy to follow ☐ ☐ ☐ ☐ ☐

4.10 As an evaluator of the P.R. Ideas Handbook please rank order the following components you would like to see in the final copy:

- (a) ☐ line drawings
 (b) ☐ cartoon characters
 (c) ☐ photographs
 (d) ☐ others. Please specify.

5.1 The length of the handbook is:

- (a) ☐ very acceptable
- (b) ☐ acceptable
- (c) ☐ too long
- (d) ☐ too short

5.2 Please indicate your preference for the type of binding to be used for the handbook:

- (a) ☐ cirlox (as used on this proof copy)
- (b) ☐ textbook type binding
- (c) ☐ pocketbook type binding
- (d) ☐ 3 ring binder type
- (e) ☐ other. Please specify.

5.3 The author has presented information on public relations in the form of a handbook. Could this information have been presented in a superior manner other than as a handbook?

- (a) ☐ yes
- (b) ☐ no
- (c) ☐ no opinion

If (a) has been checked please identify the other means or medium by which the information may be better presented.

5.4 Please rate the following:

(a) Type style used:

- (i) ☐ acceptable
- (ii) ☐ could be improved
- (iii) ☐ not acceptable

If (ii) or (iii) has been checked, please state an alternate type style that may be used.

(b) Type size used:

- (i) ☐ acceptable
- (ii) ☐ could be improved
- (iii) ☐ not acceptable

If (ii) or (iii) has been checked, please state an alternate type size that may be used.

5.5 The size of the handbook is approximately 14.5 cm by 21.5 cm (5.5 x 8.5 inches). This format is:

- (a) ☐ acceptable
- (b) ☐ may be improved
- (c) ☐ not acceptable

If (b) or (c) is checked please indicate an alternative size.

5.6 Which of the following type set processes would you prefer to see used for the final copy of the P.R. Ideas Handbook?

- (a) ☐ IBM selectric typewriter
- (b) ☐ Electric typewriter
- (c) ☐ Photo type set
- (d) ☐ Other. Please specify.

6.1 In reading through the handbook, what were the types of errors (if any) that you may have noticed? (More than one may be checked.)

- | | | <u>Page numbers where
errors occurred</u> |
|-----|---|---|
| (a) | ☐ factual errors | ☐ |
| (b) | ☐ omissions | ☐ |
| (c) | ☐ inappropriate placement of topics ... | ☐ |
| (d) | ☐ reading level not suitable to teachers | ☐ |
| (e) | ☐ misleading diagrams, charts, tables . | ☐ |
| (f) | ☐ general editorial sloppiness, ... | ☐ |
| | eg. spelling, grammar errors | |
| (g) | ☐ other types of errors: | ☐ |

6.2 What was the extent of the inaccuracies within the text? Please check one of the following statements which best represents your opinion of the text's inaccuracy:

- (a) ☐ no discernible errors
- (b) ☐ some errors, not serious enough to interfere with effectiveness
- (c) ☐ serious errors that need to be corrected
- (d) ☐ errors that render contents useless

Examples of errors:

7.1 Is there any evidence in the handbook in which you feel the author's bias has distorted the accuracy of information presented?

- (a) ☐ no obvious bias was evident
- (b) ☐ little bias if any was evident
- (c) ☐ some bias was evident
- (d) ☐ a great deal of bias was evident

If you identified any biases please explain and indicate the location of the bias as it appears in the handbook.

7.2 Is there any evidence of any of the following biases:

- | | |
|---|--|
| (a) ☐ racial | (f) ☐ sex |
| (b) ☐ ethnic | (g) ☐ philosophical |
| (c) ☐ religious | (h) ☐ ethical |
| (d) ☐ socio-economic | (i) ☐ political |
| (e) ☐ regional | |

8.1 Do you believe there is a need for Industrial Education teachers to be concerned with public attitudes toward their Industrial Education programs? ☐ yes ☐ no

Comments:

8.2 Please indicate agreement or disagreement with the following statement:
"Teachers should be concerned with public relations."

☐ agree ☐ disagree

8.3 A 'planned' approach to public relations activities in Industrial Education teaching at the school level is:

- (a) ☐ very necessary
- (b) ☐ necessary
- (c) ☐ moderately necessary
- (d) ☐ unnecessary
- (e) ☐ most unnecessary

8.4 Please indicate to what extent you have read the handbook:

- (a) ☐ completely
- (b) ☐ in part
- (c) ☐ skimmed
- (d) ☐ not at all

9.1 Answer the following question as if you were making a recommendation about this P.R. handbook to a teacher in a class similar to your own. Check one.

- (a) ☐ I recommend that an alternative publication be sought.
- (b) ☐ I recommend use only, and only if no alternative publication can be found.
- (c) ☐ I recommend mainly because it will probably be difficult to find a better alternative publication.
- (d) ☐ I recommend but with minor reservations.
- (e) ☐ I recommend without reservation.

9.2 Please indicate what you would consider a reasonable price for this handbook once it has been revised.

- (a) ☐ not more than \$5.00
- (b) ☐ not more than \$4.00
- (c) ☐ not more than \$3.00
- (d) ☐ not more than \$2.00
- (e) ☐ not more than \$1.00

Please indicate any comments you may have regarding the cost of the handbook.

9.3 Would you like to obtain a copy of the handbook once it has been completed?

☐ yes ☐ no

9.4 If an educational institution or school board was unable to fund this handbook for distribution at no cost to teachers, would you be willing to accept the cost personally?

☐ yes ☐ no

9.5 (a) Are you aware of any other sources of information that cover the same subject as presented in this handbook?

☐ yes ☐ no

(b) If your response is yes please briefly describe this material.

(c) How would you rate the alternate information as compared to the P.R. Ideas Handbook?

- (i) ☐ much better than the P.R. Ideas Handbook
- (ii) ☐ better than the P.R. Ideas Handbook
- (iii) ☐ equivalent to the P.R. Ideas Handbook
- (iv) ☐ poorer than the P.R. Ideas Handbook
- (v) ☐ much poorer than the P.R. Ideas Handbook

APPENDIX D

A sample computer print-out of random numbers used to select the participants for Phase VIII of the Study and a map showing the geographic area from which participants were chosen.

RANDOM NUMBERS GENERATED BY THEAPL RANDOM NUMBER FUNCTION ANDUSED TO SELECT PHASE VIIIPARTICIPANT SAMPLE

PHASEWORD!

?

PGDKF 10:29:52 THU APR 20/78

ZOK.

ZOK.

#r *apl par=d

#10:30:02

MTS APL

CLEAR WS

WSSIZE IS 46172

20 1p20?152

20 1p20 ? 113

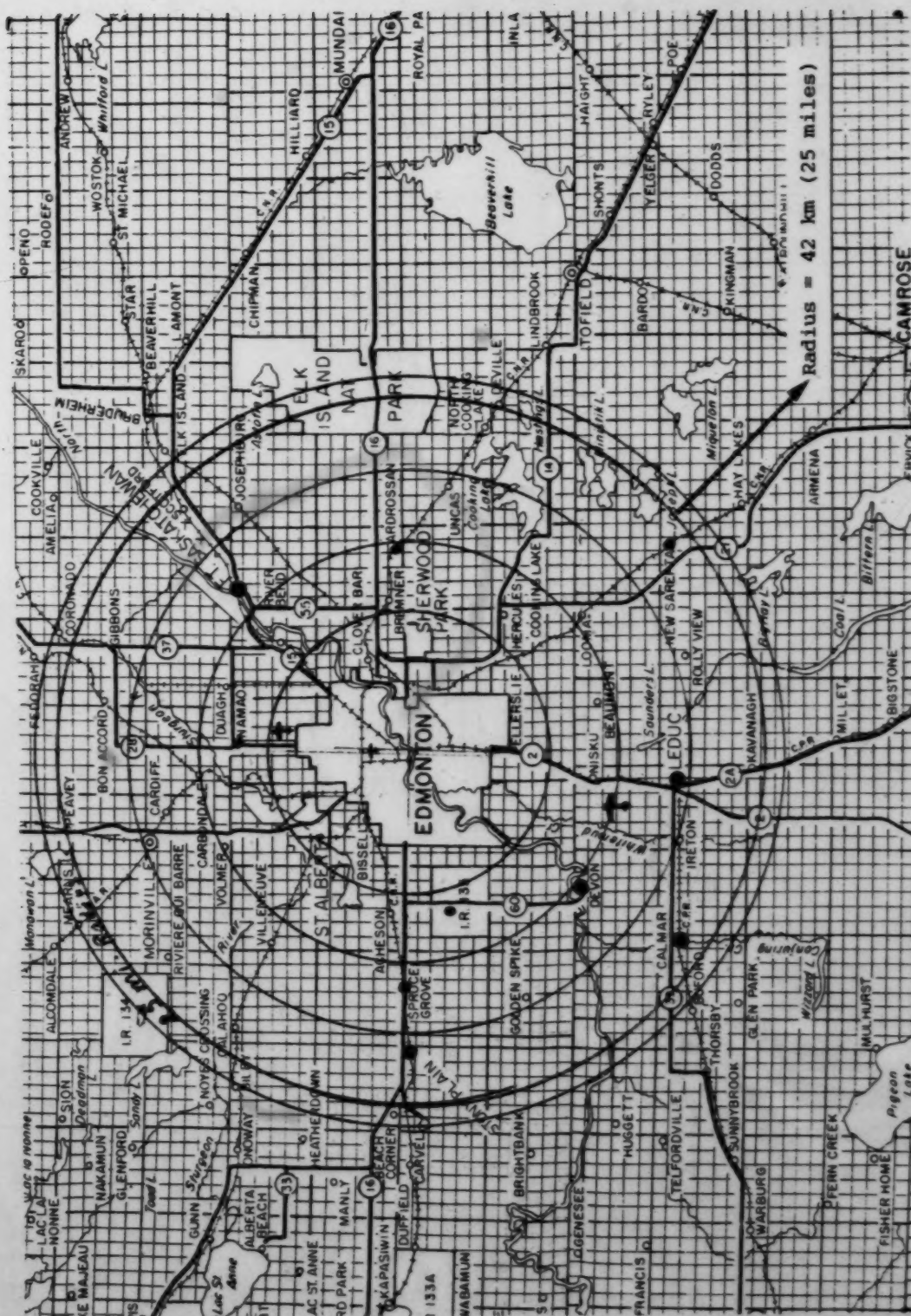
133	36
37	47
82	8
70	17
116	52
141	99
47	38
146	62
10	32
89	10
69	25
24	76
136	97
132	27
65	67
46	37
135	24
84	1
126	61
78	71

HP100

OFF
#10:31:13 T=.077 RC=0
.05 #.06T
+ + +

A map of the Edmonton area showing a 25-mile radius from which the Phase VIII Study participants were selected at random.

RESEARCH POPULATION AREA



APPENDIX E

Included in this Appendix are copies of letters from participants who were involved in Phase VIII of the Study.



DEPARTMENT OF INDUSTRIAL
AND VOCATIONAL EDUCATION

FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

343

April 4, 1978

Dear Don,

After reading the P.R. Handbook I feel very enthusiastic about its possibilities as I am sure you have felt in its preparation. As a student with limited experience in the field I find the Handbook very motivating and full of thought-provoking information.

I would like to, if I may, make a few observations on the Handbook and its possibilities as they relate to the teacher-in-training.

- It is my opinion that this book could be usefully incorporated into the U of A Industrial Education Teacher Education program at some point in the four year program. It could be used to assist in developing a professional attitude when such an attitude can be a great asset to a potential professional and the field of Industrial Education as a whole.

- As a student I find it very helpful in assisting to formulate a philosophy of the education system and specifically in Industrial Education.

- The one most striking feature of the Handbook, I thought, was its attitude toward the student. Some of the suggestions toward organizing and focussing on the student would be innovative as well as effective. I especially appreciated the suggestions on giving the student responsibility to make decisions and so forth. This is an important part of education.

It looks great, Don! I hope that my observations have been of some assistance to you.

Sincerely,

Danny Roy
President
Alberta Industrial Arts Students
Association





INDEX

Industrial Education Council

OF THE ALBERTA TEACHERS' ASSOCIATION

344

11010 - 142 STREET, EDMONTON, ALBERTA T5N 2R1

71 Lake Bonnaventure Place
Calgary T2J 5J3
May 23, 1978

Mr. D. Soldan
13527-121 Street
Edmonton, Alberta
T5L 0C1

Dear Don;

I wish to commend you on your "PR Ideas Handbook". It is a welcome addition to the Industrial Education field. Although I did not read and study the handbook in detail, I did go through every page and read most of the handbook. It is a first class production and must have been a result of many hours of hard work. My only concern is the length and whether or not teachers will take the time required to read and analyze the message which it conveys. Congratulations again on a job well done.

Yours truly,

Vitus M. Dubauskas
Vitus M. Dubauskas
President

VITA

Personal

Birth: June 25, 1944; Edmonton, Alberta

Citizenship: Canadian

Marital Status: Married

Dependents: Two

Permanent address: 13527 - 121 Street
Edmonton, Alberta
T5L 0C1

Education

January 29, 1979 The University of Alberta, Edmonton, Alberta;
Faculty of Graduate Studies and Research;
Master of Education in Industrial Arts

1967 The University of Alberta, Edmonton, Alberta;
Graduated with a Bachelor of Education Degree in
Industrial Arts

1963 Two Hills High School, Two Hills, Alberta

Teaching
Certification

Professional Permanent Certification,
Province of Alberta

Teaching
Experience

Sessional Lecturer, Department of Industrial and
Vocational Education, The University of Alberta,
1976-1977

Industrial Arts Teacher, St. Edmund Junior High
School, Edmonton, Alberta, 1968-1975

Industrial Arts Teacher, Two Hills High School,
Two Hills, Alberta, 1967-1968

Professional
Organizations

The Alberta Teachers' Association

Graduate Students' Association,
The University of Alberta

Industrial Education Specialist Council of
The Alberta Teachers' Association

Edmonton Industrial Education Regional Council,
a regional of the Industrial Education Specialist
Council of The Alberta Teachers' Association

Epsilon Pi Tau

Offices Held

Chairman, Public and Professional Relations
Committee, Industrial Education Specialist Council,
1976 - present

Program Coordinator, Northern Region, Province of
Alberta, Epsilon Pi Tau, 1977-1978

President, Edmonton Industrial Education Regional
Council, 1976-1977

Vice-President, Industrial Education Regional
Council, 1974-1975

Presentations

"Industrial Arts Laboratory Organization Systems",
presentation for Edmonton Industrial Education
Regional Council, October 14, 1976.

"Program Super Sell - An Innovative Public
Relations Program for Industrial Arts", presenta-
tion to Edmonton Separate School Board industrial
arts teachers, Edmonton Public School Board indus-
trial arts teachers, and Edmonton Industrial
Education Regional Council Executive, April, 1974.

Work Experience

Training Consultant, Research and Development
Training and Education Consultants Ltd., Edmonton,
Alberta, 1977-1978